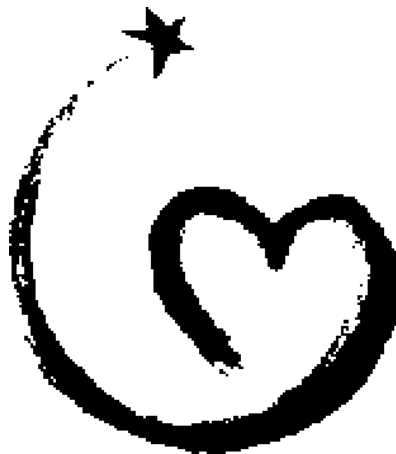




**CHILD CARE AND DEVELOPMENT FUND PLAN
FOR MONTANA**

FFY 2008-2009

This Plan describes the CCDF program to be conducted by the State for the period 10/1/07 – 9/30/09. As provided for in the applicable statutes and regulations, the Lead Agency has the flexibility to modify this program at any time, including changing the options selected or described herein.

The official text of the applicable laws and regulations govern, and the Lead Agency acknowledges its responsibility to adhere to them regardless of the fact that, for purposes of simplicity and clarity, the specific provisions printed herein are sometimes paraphrases of, or excerpts and incomplete quotations from, the full text.

Public reporting burden for this collection of information is estimated to average 165 hours per response, including the time for reviewing instructions, gathering and maintaining the data needed, and reviewing the collection of information.

An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number.

(Form ACF 118 Approved OMB Number: 0970-0114 expires 06/30/2009)

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AMENDMENTS LOG
Child Care and Development Services Plan for
For the period: 10/1/07 – 9/30/09

SECTION AMENDED	EFFECTIVE/ PROPOSED EFFECTIVE DATE	DATE SUBMITTED TO ACF	DATE APPROVED BY ACF

Instructions:

- 1) Lead Agency completes the first 3 columns and sends a photocopy of this Log (showing the latest amendment sent to ACF) and the amended section(s) to the ACF Regional contact. A copy of the Log, showing the latest amendment pending in ACF, is retained in the Lead Agency's Plan.
- 2) ACF completes column 4 and returns a photocopy of the Log to the grantee.
- 3) The Lead Agency replaces this page in the Plan with the copy of the Log received from ACF showing the approval date.

Note: This process depends on repeated subsequent use of the same Log page over the life of the Plan. At any time the Log should reflect all amendments, both approved and pending in ACF. The Lead Agency is advised to retain those "old" plan pages that are superseded by amendments in a separate appendix to its Plan.

PART 1
ADMINISTRATION

The agency shown below has been designated by the Chief Executive Officer of the State (or Territory), to represent the State (or Territory) as the Lead Agency. The Lead Agency agrees to administer the program in accordance with applicable Federal laws and regulations and the provisions of this Plan, including the assurances and certifications appended hereto. (658D, 658E)

1.1 Lead Agency Information (as designated by State chief executive officer)

Name of Lead Agency: Montana Department of Public Health & Human Services
Address of Lead Agency: PO Box 4210
Helena, MT 59620-4210
Name and Title of the Lead Agency's Chief Executive Officer: Joan Miles
Phone Number: 406-444-3487
Fax Number: 406-444-1970
E-Mail Address: jmiles@mt.gov
Web Address for Lead Agency (if any): www.dphhs.mt.gov

1.2 State Child Care (CCDF) Contact Information (day-to-day contact)

Name of the State Child Care Contact (CCDF): Jamie Palagi
Title of State Child Care Contact: Chief, Early Childhood Services Bureau
Address: PO Box 202925
Helena, MT 59620-2925
Phone Number: 406-444-1828
Fax Number: 406-444-2547
E-Mail Address: jpalagi@mt.gov
Phone Number for child care subsidy program information (for the public) (if any):
1-866-239-0458
Web Address for child care subsidy program information (for the public) (if any):
www.childcare.mt.gov

1.3 Estimated Funding

The Lead Agency estimates that the following amounts will be available for child care services and related activities during the 1-year period: October 1, 2007 through September 30, 2008. (§98.13(a))

CCDF: \$13,429,303
Federal TANF Transfer to CCDF: \$7,676,010
Direct Federal TANF Spending on Child Care: \$683,784
State CCDF Maintenance of Effort Funds: \$1,313,990
State Matching Funds: \$2,028,998

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Total Funds Available: \$25,124,085

1.4 Estimated Administration Cost

The Lead Agency estimates that the following amount (and percentage) of Federal CCDF and State Matching Funds will be used to administer the program (not to exceed 5 percent): \$ 1,155,315 (5 %). (658E(c) (3), §§98.13(a), 98.52)

1.5 Administration of the Program

Does the Lead Agency directly administer and implement all services, programs and activities funded under the CCDF Act, including those described in Part 5.1 – Activities & Services to Improve the Quality and Availability of Child Care, Quality Earmarks and Set-Aside?

- ☐ Yes.
- ☒ No. If no, use the table below to **identify** the name and type of agency that delivers services and activities. (If the Lead Agency performs the task, mark “n/a” in the box under “Agency.” If more than one agency performs the task, identify all agencies in the box under “Agency,” and **indicate** in the box to the right whether each is a non-government entity.)

Service/Activity	Agency	Non-Government Entity (see Guidance for definition)	
Determines individual eligibility:			
a) TANF families	Child Care Resource & Referral Services	☒ Yes	☐ No
b) Non-TANF families	Child Care Resource & Referral Services	☒ Yes	☐ No
Assists parents in locating care	Child Care Resource & Referral Services	☒ Yes	☐ No
Makes the provider payment	N/A	☐ Yes	☒ No
Quality activities	Child Care Resource & Referral Services	☒ Yes	☐ No
	Child Care Providers	☒ Yes	☐ No
	Montana University System	☐ Yes	☒ No
	Montana Community Colleges	☐ Yes	☒ No
Other: Computer System Development & Maintenance	Northrop-Grumman	☒ Yes	☐ No

If the Lead Agency uses outside agencies to deliver services and activities, **describe** how the Lead Agency maintains overall control.

- The Early Childhood Services Bureau (ECSB) of the Human and Community Services Division, Montana Department of Public Health and Human Services manages the CCDF programs. The child care unit staff includes a supervisor, three child care program officers and one child care specialist. The child care unit is supported by the ECSB fiscal officer, the computer CCUBS system program officer, and a contracts specialist.

The program staff is responsible for oversight of the programs offered through Montana's Child Care & Development Fund. The state program staff develops and writes program policy and rules, provides training and technical assistance, develops and monitors the CCDF program operations and budget, prepares and submits reports to the Federal government and oversees the Montana child care system.

- The Lead Agency contracts with a variety of entities for subsidy administration and numerous quality initiatives. Contracts are awarded by the lead agency through a competitive Request for Proposal (RFP) process. Contracts are awarded for a one-year period. Some of these contracts are renewable through an annual non-competitive application process for up to five years. The renewal process requires that the contractor submit a new work plan, budget, updated assurances, and documents of compliance.

The lead agency is responsible for executing and monitoring all contracts for compliance. Monitoring is conducted through a process of on-site visits that include review of computerized data files, agency files, and staff, parent and coordinating agency interviews. The ECSB has a routine monitoring schedule for all contracts, most contracts are reviewed annually, some are reviewed every other year. All contractors certify that they will comply with the state and federal requirements of the CCDF. This certification is attached to the contract document.

- The lead agency in consultation with the Montana Early Childhood Advisory Council is responsible for planning and making recommendations regarding the policy and rules, system, quality, and training initiatives outlined in this plan. Together the lead agency and the Montana Early Childhood Advisory Council develop, implement, maintain, and evaluate the effectiveness of the state's child care programs.
- The DPHHS, HCSD, Early Childhood Services Bureau and the DPHHS, Quality Assurance Division, Child Care Licensing program produce an annual data report regarding CCDF funded programs. This report shows progress on existing initiatives and provides an overview of program performance. This report includes performance benchmarks developed by the Department and reported to the Montana State Legislature. This report is updated annually and is available on-line at:

<http://www.dphhs.mt.gov/mtecfiles/childcaedatareport.pdf> Additionally, this report is included in the attachment section, as **attachment 1.5**

Current Benchmarks:

1. ECSB Benchmark: By the end of SFY 2007, Increase the number of Star providers by 10%. Goal Statement: Increase the number of child care facilities participating in the Star Quality Program.
2. ECSB Benchmark: By the end of SFY 2007, increase by 10%, the number of providers accredited by nationally recognized early childhood organizations.
3. ECSB Benchmark: By the end of SFY 2007 increase by 2% the proportion of children served through the Best Beginnings Scholarship program as compared to the number of children in families with income under 150% of the federal poverty level.
4. Practitioner Registry Level 3 Benchmark: By the end of SFY 2007 increase, by 10%, the number of caregivers at a level 3 or higher on the practitioner registry.
5. ECSB Benchmark: By the end of SFY 2007, we will increase the number of caregivers enrolled and completing the Child Care Development Specialist Apprenticeship program by 10%.

In addition to the above stated benchmarks, the Department shared the following goals for SFY 08 and SFY 09 during the legislative session.

1. To ensure accessibility, the goal is to maintain reimbursement rates at the 75th percentile of the market for the 12 Child Care Resource & Referral Districts.
2. To ensure that there is no child care waiting list, ECSB has a goal to increase the number of low income working families by 246 in 2008 and 344 in 2009.
3. To ensure affordability, the goal is to maintain eligibility for families at or below 150 percent of the federal poverty index by annually adjusting the program levels to the current Federal Poverty Level.

Additional benchmarks for SFY 2008 will be determined during the Montana Early Childhood Advisory Committee meeting September 26-27, 2007. Benchmarks for SFY 2009 will be addressed during the spring of 2008.

1.6 Use of Private Donated Funds

Will the Lead Agency use private funds to meet a part of the matching requirement of the CCDF pursuant to §98.53(e)(2)?

☒ Yes. If yes, are those funds:

- ☒ Donated directly to the State?
☐ Donated to a separate entity or entities designated to receive private donated funds?

How many entities are designated to receive private donated fund? _____

Provide information below for each entity:

Name:

Address:

Contact:

Type:

☐ No.

1.7 Use of State Pre-Kindergarten (Pre-K) Expenditures for CCDF-Eligible Children

1.7.1 During this plan period, will State expenditures for Pre-K programs be used to meet any of the CCDF maintenance of effort (MOE) requirement?

☐ Yes, and:

() The State assures that its level of effort in full day/full year child care services has not been reduced, pursuant to §98.53(h)(1).

(__ %) Estimated percentage of the MOE requirement that will be met with pre-K expenditures. (Not to exceed 20%.)

If the State uses Pre-K expenditures to meet more than 10% of the MOE requirement, the following **describes** how the State will coordinate its Pre-K and child care services to expand the availability of child care (§98.53(h)(4)):

☒ No.

1.7.2 During this plan period, will State expenditures for Pre-K programs be used to meet any of the CCDF Matching Fund requirement? (§98.53(h))

☐ Yes, and

(__ %) Estimated percentage of the Matching Fund requirement that will be met with pre-K expenditures. (Not to exceed 30%.)

If the State uses Pre-K expenditures to meet more than 10% of the Matching Fund requirement, the following **describes** how the State will coordinate its

Pre-K and child care services to expand the availability of child care (§98.53(h)(4)):

☒ No.

- 1.7.3 If the State answered yes to 1.7.1 or 1.7.2, the following **describes** State efforts to ensure that pre-K programs meet the needs of working parents: (§98.53(h)(2))

1.8 Improper Payments

- 1.8.1 How does the Lead Agency define improper payments?

An improper payment is a payment requested or made to a parent or provider in error.

- 1.8.2 Has your State implemented strategies to prevent, measure, identify, reduce and/or collect improper payments? (§98.60(i), §98.65, §98.67)

☒ Yes, and these strategies are:

The Early Childhood Services Bureau (ECSB) contracts with 12 Child Care Resource & Referral agencies to administer the CCDF subsidy program to families who meet program qualifications. Families participate in regulated facilities, which are licensed or registered for public safety, and unregulated facilities with friend, neighbor or family care. All caregivers working in a licensed, registered or unregulated facility must pass both a criminal and Child Protective Services (CPS background check). Unregulated facilities complete a self attested safety requirements form. Invoices for child care benefits are only issued for qualified families who document their status of need for services provided in approved facilities from the Child Care Under the Big Sky (CCUBS) payment and licensing processing system.

The ECSB reviews a minimum of 10% of the CCR&R's cases per year, and in addition, requires each CCR&R agency to review a minimum of 10% of the cases and share these results with the ECSB. The review process includes checking that the income for the family was determined correctly, child support is followed through, and the family has established a need for child care assistance by participating in activities, which require child care such as working and attending school. These reviews ensure that a minimum of 20% of the subsidy caseload is reviewed each year. In addition, Montana provides training to the Child Care Resource & Referral agency subsidy workers once a year to instruct on processes, which involve determination of family eligibility.

If an error is identified during a review (either an overpayment or underpayment), the CCR&R agency will then complete the process to correct the error. Overpayments are collected regardless of whether the error is caused by the parent, the provider or the agency. In the case of a provider error, the correction may be accomplished by adjusting the next invoice. Any parent or provider that makes an *over claim* or has an identified overpayment, which was a result of an intentional program violation (IPV) would be assessed an additional payment penalty amount. For the first IPV, an additional 10% penalty is added to the overpayment or taken away from the over claim. For the 2nd IPV, an additional 25% penalty is added to the overpayment or taken away from the over claim. For the 3rd IPV, the parent or provider loses their ability to participate in the program for a period of seven years.

IPV tracking is performed outside of the CCUBS system on an Excel spreadsheet that tracks provider/parent data; CCR&R contact information; instance of violation (1st, 2nd or 3rd violation); amount of overpayment and penalty; and collection status. If a child care subsidy overpayment occurs because of a family, a provider or administrative error, the CCR&R eligibility specialist will contact the parent, or provider, to verify the error. The eligibility specialist will:

1. Adjust the invoice in CCUBS;
2. Notify the parent, or provider, that s/he must repay the amount of the overpayment;
3. Attempt to have the parent, or provider, sign a repayment agreement; and
4. Adjust the appropriate invoice in CCUBS.

Repayment may be accomplished in any of the following ways:

1. The parent must make a monthly payment. (A parent who is not making monthly payments on a child care overpayment is not eligible for further child care assistance).
2. An active provider's payment may be reduced on CCUBS.
3. A parent or provider may pay the total amount of the overpayment by check or money order.

Payments must be made out to DPHHS and delivered to the CCR&R. The CCR&R eligibility specialist then:

1. Credits the account on CCUBS;
2. Identifies the payment as "child care"; and
3. Adds a SSN so DPHHS accounts receivable can apply the payment correctly.

Fair Hearing Rights: Child Care Providers or parents, who have been notified that an overpayment has been discovered and that they are now responsible for the repayment of benefits issued improperly, have the right to due process including an Administrative Review and Fair Hearing.

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- ☐ No. If no, are there plans underway to determine and implement such strategies?
- ☐ Yes, and these planned strategies are:
- ☐ No.

PART 2
DEVELOPING THE CHILD CARE PROGRAM

2.1 Consultation and Coordination

- 2.1.1 Lead Agencies are required to *consult* with appropriate agencies and *coordinate* with other Federal, State, local, tribal (if applicable) and private agencies providing child care and early childhood development services (§98.12, §98.14(a),(b), §98.16(d)). **Indicate** the entities with which the Lead Agency has consulted or coordinated (as defined below), by checking the appropriate box(es) in the following table.

Consultation involves the meeting with or otherwise obtaining input from an appropriate agency in the development of the State Plan. At a minimum, Lead Agencies must consult with representatives of general purpose local governments (noted by the asterisk in the chart below).

Coordination involves the coordination of child care and early childhood development service delivery, including efforts to coordinate across multiple entities, both public and private (for instance, in connection with a State Early Childhood Comprehensive System (SECCS) grant or infant-toddler initiative). At a minimum, Lead Agencies must coordinate with (1) other Federal, State, local, Tribal (if applicable), and/or private agencies responsible for providing child care and early childhood development services, (2) public health (including the agency responsible for immunizations and programs that promote children's emotional and mental health), (3) employment services / workforce development, (4) public education, (5) Temporary Assistance for Needy Families (TANF), and (6) any Indian Tribes in the State receiving CCDF funds (noted by the asterisks in the chart below).

	Consultation in Development of the Plan	Coordination with Service Delivery
Other Federal, State, local, Tribal (if applicable), and private agencies providing child care and early childhood development services.	☒	☒ *
Public health	☒	☒ *
Employment services / workforce development	☒	☒ *
Public education	☒	☒ *
TANF	☒	☒ *

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	Consultation in Development of the Plan	Coordination with Service Delivery
Indian Tribes/Tribal Organizations, when such entities exist within the boundaries of the State	☒	☒
Representatives of local government	☒ *	☒
State/Tribal agency (agencies) responsible for:		
State pre-kindergarten programs	☐	☐
Head Start programs	☒	☒
Programs that promote inclusion for children with special needs	☒	☒
Emergency preparedness	☐	☒
Other (See guidance):	☐	☒

* Required.

For each box checked above, (a) identify the agency providing the service and (b) describe the consultation and coordination efforts. Descriptions must be provided for any consultation or coordination required by statute or regulation.

If you have prepared an emergency preparedness plan related to your child care and early childhood development services, attach it as **Attachment 2.1.1**.

Other Federal, State, local, Tribal (if applicable), and private agencies providing child care and early childhood development services.

(a) The Montana Early Childhood Advisory Council (MECAC) guides the majority of consultation and coordination activities in Montana. All of the groups listed above provide representation on the MECAC. The council is comprised of members representing the following groups:

- Parents (2)
- Child Protective Services (1)
- Child Care Providers (3)
- Services for the Disabled (1)
- Child Care Resource and Referral Network (2)
- Business (1)
- Child Care Licensing and Registration (2)

- Early Childhood Career Development (1)
- Early Childhood Higher Ed. (1)
- Early Childhood Comprehensive Services Coordinator (1)
- Child and Adult Care Food Program (2)
- Montana Child Care Association (1)
- Montana Association for the Education of Young Children (1)
- Head Start (2)
- County Commission (1)
- TANF/WoRC Employment and Training (3)
- Each of Montana's Tribal CCDF (7)
- State Legislator (1)
- Public Health (1)
- Office of Public Instruction (1)
- Low Income Constituency Group (1)
- Organized Labor (1)
- Physician or other applicable health professional (1)

(b) The mission of the Montana Early Childhood Advisory Council:

- The Montana Early Childhood Advisory Council provides leadership and advocacy assuring access to quality early childhood and school-age care and education for all children, their families, and their communities.

The MECAC meets three times per year and is responsible for advising the Department on planning, developing, and implementing the programs funded through the CCDF. The MECAC is comprised of three committees that are responsible for advising the lead agency in the areas of (1) Program Policy, (2) Quality, and (3) Public Policy.

- The Program Policy Committee (Child Care Provider, Parent, Child Welfare Child Protective Services, Business, Tribal, Child and Adult Care Food Program, TANF/Employment and Training (WoRC), Child Care Resource and Referral, TANF/Office of Public Assistance, TANF Program Administration) provides oversight for the development of policy surrounding the child care subsidy program.

- The Quality Committee (Child Care Resource & Referral, Higher Ed, Licensing, ECSB, Child Care provider, Tribal, Disabilities program, Child and Adult Care Food Program, Parent representatives) provides oversight to the lead agency regarding all Best Beginning programs.
- The Public Policy Committee (Child Care Resource & Referral, Head Start/State Collaboration, Child Care Licensing, County Commission, Head Start, Business, AFL-CIO, Tribal CCDF, Montana Association for the Education of Young Children and/or Montana Child Care Association, ECSB, state legislator) advises the lead agency on public information gathering and dissemination regarding the state plan and any legislative agenda items.

Public Health - (a) The Montana Department of Public Health and Human Services, Family and Community Health Bureau.

(b) The Montana Early Childhood Comprehensive Systems grant is administered under a partnership between the Family and Community Health Bureau and the Early Childhood Services Bureau. The MECAC serves in an advisory capacity to that effort. The ECCS grant is an outgrowth of the Healthy Child Care Montana project. Both the ECCS grant coordinator and the former HCCM coordinator are members of the MECAC representing early childhood public health.

The Montana Early Childhood Comprehensive System's goal is the synchronization and improved collaboration of all existing pertinent services at the state and local level for children aged 0-5 and their families, so that whatever service provider a child accesses, all other needed services are identified and the child and their family are guided to that service.

The ECCS Grant involves a planning process that builds on existing information and infrastructure in Montana and a strategic plan to support a coordinated system of services for young children and their families in these areas:

- Medical Homes
- Mental Health and Social Emotional Development
- Early Care and Education
- Parent Education
- Family Support

Employment services / workforce development

(a) The Montana Department of Labor and Industry

(b) Collaboration between DPHHS, Early Childhood Services Bureau, the Montana Department of Labor and Industry (DOLI), the Early Childhood Career Development office at MSU-Bozeman and Western Montana College of the University of Montana resulted in the creation of a Child Care Development Specialist Apprenticeship. This effort was initially funded through a grant with USDOL. The initial effort resulted in the enrollment and training of over 100 Child Care Development Specialist Apprentices. The Montana Child Care Development Specialist certificate is recognized as Level 4 on the Montana Early Care and Education Career Path. It is also recognized as a level of training that is equivalent to a CDA by the Federal Head Start Bureau.

The CCDS program continues through a formal partnership with the Montana Department of Labor and Industry and the DPHHS, Early Childhood Services Bureau. The lead agency uses quality dollars to support training and professional development for individuals enrolled in the apprenticeship program. The DOLI supplies program oversight and expertise in the area of registered apprenticeship, the ECSB program specialist who is responsible for statewide early childhood training coordination efforts is also responsible for administering the CCDS program.

Public education

(a) The Montana Office of Public Instruction

(b) The lead agency under the guidance of the MECAC, works with the Montana Office of Public Instruction (OPI) in several areas:

- Out-of-School-Time care - OPI is responsible for Montana's 21st Century Learning Center grants. OPI provides grant funding and the lead agency contracts with the Montana Child Care Resource and Referral Network to establish and support a network of Out-of-School Time service providers and key statewide organizations and state agencies. The Montana Child Care Resource & Referral Network (MCCR&R Network) continues to administer a Mott Foundation grant and other private foundation grants to assist with this effort.
- Early Childhood Partnership for Professional Development - OPI administers special education services offered through Part B of IDEA. The Comprehensive System for Personnel Development (CSPD) advisory group became interested in early childhood professional preparation. An invitation to the early childhood specialists in Montana resulted in a cross-sector collaboration focusing on early childhood career preparation.
- Early Learning Guidelines were introduced to public school principals and administrators in the spring of 2005 and continue to be distributed for use by Kindergarten teachers.

- The lead agency continues to collaborate with OPI in seeking full time kindergarten as a key piece of the larger early childhood system. In addition to supporting this legislative initiative, the state agency is working with OPI to develop joint guidance for communities in working with families, child care providers, and after school programs to assure that children's needs are met based on development and out of school time.

TANF

(a) Department of Public Health and Human Services, Human and Community Services Division, Public Assistance Bureau.

(b) The lead agency for TANF and the lead agency for the CCDF are both located in the Human and Community Services Division of the Department of Public Health and Human Services. Communication happens on a regular basis regarding policy for TANF child care. The State transfers a significant portion of the TANF Block grant to the CCDF to ensure child care is available for low-income working families. This strategy serves as a diversion for people contemplating applying for TANF benefits. If child care assistance is available, it is more likely that parents will seek employment rather than TANF.

Indian Tribes/Tribal Organizations, when such entities exist within the boundaries of the State

(a) Seven tribal organizations exist within Montana boundaries: the Confederated Salish-Kootenai Tribes of the Flathead Reservation, the Blackfeet Nation, the Fort Belknap Indian Reservation, the Crow Tribe, the Northern Cheyenne Nation, the Fort Peck Tribes, and the Chippewa Cree Tribe of the Rocky Boys Reservation.

(b) The MECAC has expanded to include a representative from each of the seven Indian reservations in Montana. The MECAC provides a platform to discuss early childhood coordination between tribes and the state. This forum allows all parties to discuss state/tribal coordination issues such as:

- Child care licensing/registration agreements;
- Tribal Child Care service areas;
- The implications of Tribally administered TANF programs on child care programs;
- Utilization of Early Learning Guidelines in tribal early childhood programs;
- Training integration and articulation agreements between Tribal colleges and the state university system;

- Background check processes;
- Complimentary subsidy programs and rate setting;
- Common challenges in providing quality child care and afterschool programs, and of providing care during evenings and weekends; and
- Other issues as deemed necessary for discussion.

Representatives of local government

(a) The Montana Association of County Commissioners (MaCO).

(b) MaCO selects a representative to serve on the MECAC. This person is a member of the Public Policy committee and is responsible for bringing local concerns to the council. This input in turn helps to shape the public agenda for early childhood at both the state and county levels.

State/Tribal agency (agencies) responsible for:

In Montana, there are four tribal TANF programs which include Fort Belknap Indian Reservation, the Confederated Salish-Kootenai Tribes of the Flathead Reservation, The Blackfeet Nation, and the Chippewa Cree Tribe of the Rocky Boys Reservation. The regional child care resource & referral (CRR&R) program works with representatives from the tribal TANF and CCDF programs to ensure that families are receiving services in accord with formal agreements between the CCR&R and the tribal programs. Each formal arrangement is different from the other as they address the unique needs of each situation and community. Additionally, all tribal CCDF administrators receive copies of the state agencies child care policy manual including periodic updates and the updates to the market rate survey and sliding fee scale.

State pre-kindergarten programs

(a) Montana does not fund state pre-kindergarten programs. Pre-kindergarten services are provided through a network of private licensed and registered child care facilities; unlicensed private preschools, Head Start and special-education preschools funded through IDEA.

(b) The Montana Child Care Association and the Montana Association for the Education of Young children represent the interests of the "preschool community" on the MECAC. These collaborations strive to improve the overall quality of child care and preschool services offered in Montana. As a result many programs offer preschool curriculum using developmentally appropriate practice. Private child care businesses have been able to establish partnerships with Head Start and many partner with local school districts to align curriculum and support the transition from child care to Kindergarten.

The MECAC provides a forum to discuss issues such as:

- The impact of No Child Left Behind and full-time Kindergarten on private businesses;
- Professional preparation; and
- Child care business readiness so that providers are qualified to participate in potential Pre-K pilots.

Head Start programs

(a) The Head Start Association and the Head Start/State Collaboration project.

(b) The Head Start /State Collaboration office is administered through a contract with Child Care Partnerships, a local non-profit CCR&R agency. The Head Start Collaboration Project Director is housed in the Early Childhood Services Bureau office. This arrangement allows for maximum communication between the State CCDF efforts and Head Start. A recently completed project is the "*Montana Early Childhood Connections: linking standards and guidelines for best practices*" document. This publication links the Montana Early Learning Guidelines, the Head Start performance standards, the Head Start Child Outcomes, the Head Start Prism questions, the Montana Early Care and Education Knowledge Base and Public Education Benchmarks. This document is used by a variety of early childhood professionals in the field and as a resource in the state's early childhood higher-ed courses and can be found at www.childcare.mt.gov and is included as **attachment 5.2.3A**.

Programs that promote inclusion for children with special needs

(a) Child Care Plus+, the Center on Inclusion in Early Childhood, of the University of Montana

(b) Several years ago, Montana participated in the Map to Inclusion Project. This project resulted in the development of a contract to hire a state "Inclusion Coordinator," and revisions to the state "Special Needs Rate." The special needs rate is now based on costs related to care requirements. The Map to Inclusion project resulted a stronger link between Part C agencies and CCDF funded programs. The state Child Care Program Supervisor sits on the Family Support Services Council for Part C, as does Head Start.

The state Inclusion Coordinator is responsible for providing training and consultation to the twelve CCR&R early childhood trainers, parents, and child care providers. This person is responsible for reviewing and approving the state's special needs subsidy rate and accompanying care plans.

Emergency preparedness°

(a) Montana Department of Administration

(b) Emergency Action Plan Guidelines have been developed by the Department of Administration, General Services Division (GSD), in conjunction with local, state and federal emergency management resources for the State of Montana Capitol Complex. Guidelines were developed for the safety and well-being of the employees and visitors in State of Montana owned and leased buildings.

In 2005 the State of Montana (lead by DOA and DES) embarked on a program designed to develop real Continuity of Operations (COOP) capabilities for state agencies. Under this initiative, each state agency is required to develop an agency specific COOP Plan. The Early Childhood Services Bureau developed a COOP plan in August of 2006. A local disaster planning element was added to all CCR&R contracts in October of 2006. **See attachment 2.1.1** In addition to the state emergency preparedness plan, the program management plan for the 12 Child Care Resource and Referral Agencies includes criteria on break in services as follows.

Each CCR&R must have policies in place in regard to providing services or maintaining services in case of emergency evacuations, building disasters or other types of occurrences that may remove or prohibit the CCR&R staff from providing services in their current locations. Please describe the alternative location(s) where your agency would continue providing critical services, which include child care assistance and invoice payments. Include in this description available computer equipment, software, printer, phone, desk, office supplies, etc. that would be used in covering the emergency. Provide key personnel information for performance of these functions that includes:

NAME

OFFICE ADDRESS

OFFICE PHONE

E-MAIL

HOME ADDRESS

HOME PHONE

HOME E-MAIL

CELL PHONE

Other (See guidance):

In partnership with the Governor's Office, the National Governor's Association, the Dennis and Phyllis Washington Foundation, the ECSB and the Head Start State Collaboration Office initiated a School Readiness Initiative in 2006 by hosting two statewide summits, producing brochures, a web site and media ads. We plan to continue this work throughout 2007 and 2008.

2.1.2 State Plan for Early Childhood Program Coordination. *Good Start, Grow Smart* encourages States to develop a plan for coordination across early childhood programs. **Indicate** which of the following best describes the current status of the State's efforts in this area. **Note: Check only ONE.**

- ☐ **Planning.** Indicate whether steps are under way to develop a plan. If so, describe the time frames for completion and/or implementation, the steps anticipated, and how the plan is expected to support early language, literacy, pre-reading and early math concepts.
- ☐ **Developing.** A plan is being drafted.
The draft is included as **Attachment 2.1.2.**
- ☐ **Developed.** A plan has been written but has not yet been implemented.
The plan is included as **Attachment 2.1.2.**
- ☒ **Implementing.** A plan has been written and is now in the process of being implemented. The plan is included as **Attachment 2.1.2.**
- ☐ **Other (describe):**

Describe the progress made by the State planning for coordination across early childhood programs since the date of submission of the 2006-2007 State Plan.

Montana is working on the creation of a comprehensive system of early childhood services through several different means. The current Governor of Montana is committed to building a strong early childhood system and is working closely with the Early Childhood Services Bureau, the Head Start/ State Collaboration Office, and the Office of Public Instruction. This work is being supported by a grant through the National Governor's Association to support system building efforts for early childhood in Montana. By utilizing a state team which has diverse representation, systems building work focuses on coordination of resources, data sharing, governance structures, and public awareness. In addition, the Montana Early Childhood Advisory Council shares responsibility for assuring that Montana's Early Childhood programs work together. They advise on all aspects of the CCDF (subsidy, quality and licensing), the Head Start State Collaboration Project, and the State Early Childhood Comprehensive Services grant. In addition to these projects, members represent the majority of the major early childhood service providers and programs that operate in the state.

The MECAC serves in an advisory capacity to the ECCS effort. This assures that the plan for coordinating early childhood programs actually results in a comprehensive system of service delivery in five areas: medical homes, mental health and social emotional development, early care and education, parent education, and family support.

Indicate whether there is an entity that is responsible for ensuring that such coordination occurs. Indicate the four or more early childhood programs and/or funding streams that are coordinated and describe the nature of the coordination.

Montana has made substantial progress planning for coordination across early childhood programs since the date of submission of the 2006-2007 State Plan. The Governor's appointed state team and the Montana Early Childhood Advisory Council are responsible for ensuring coordination exists. The following entities are responsible for ensuring that such coordination occurs.

1. **ECSB** – The CCDF serves as a foundation for the early childhood system in the state. The mission of the ECSB's Child Care Unit is to improve the affordability, accessibility and quality of child care by improving access to quality child care by offering incentives that will increase the number of providers, who are engaged in early childhood training and improving the affordability of child care for working low-income families. Partnerships are necessary to achieve this mission because of the limited nature of funding available.
2. **TANF** – The Department transfers funds from the TANF Block Grant to the CCDF. Additionally, the Public Assistance Bureau that administers TANF requested \$683,784 from the legislature to provide child care services for working caretaker relatives of children eligible for the TANF child-only grant. This program will be operated through the ECSB automated CCUBS system.
3. **CACFP** – The Early Childhood Services Bureau is home to the State's Child and Adult Care Food Program.
4. **Head Start-State Collaboration Project** – The Early Childhood Services Bureau houses the Head Start-State Collaboration Project and the Early Childhood Comprehensive Systems project, the Head Start/ State Collaboration Director is also the Early Childhood Comprehensive Systems Coordinator.
5. **Family and Community Health Bureau** – The state ECCS grant is a joint effort between the DPHHS Family and Community Health Bureau and the Early Childhood Services Bureau. Additionally, the Division Administrator of the Human & Community Services Division, which also houses the Early Childhood Services Bureau, dedicated a portion of food stamp bonus dollars to the Family and Community Health Bureau to support oral health and the home visiting program as a support measure for the larger early childhood system building efforts.
6. **The Montana Child Care Resource and Referral Network** is funded through multiple funding streams including:
 - The CCDF CCR&R/School Age targeted fund,

- The Office of Public Instruction, 21st Century Learning project,
- The Mott Foundation, and
- Other private foundation grants.

The Montana Child Care Resource & Referral (CCR&R) Network provides statewide leadership in shaping collaborations and strengthening the twelve child care resource and referral agencies for the purpose of collectively building a diverse, high quality early care and education system accessible to all Montana families. The Montana CCR&R Network actively advocates for the development of a statewide system to provide high quality, stable child care that meets the needs of children, working parents and employers. The purpose of Montana CCR&R Network is to improve coordination among all twelve CCR&R agency services and the collaboration among CCR&Rs, early childhood professional organizations, business, and policy makers. In addition, the MTCCR&R Network provides collaboration services in the area of school-age care and education. The MCCR&R Network employs a school-age program coordinator, part-time training specialist, and an AmeriCorps VISTA volunteer.

7. **Higher Education** – *Western Montana College of the University of Montana* offers college level early childhood education. The 24-credit early childhood curriculum is the foundation for the CDA or CCDS certificate programs; as well as, Associates' or a Bachelors' Degrees in Early Childhood. These efforts are supported by the *Best Beginnings quality programs*, including *Merit Pay* dollars. Students are able to participate statewide through distance learning opportunities and articulation agreements within the University and Tribal college systems. Students are further supported in their education through Pell Grants and other financial aid.

Dawson Community College in Glendive provides higher education coursework in the area of Early Childhood Education (ECE) in regions where this type of course work is currently unavailable or in communities that are underserved. These services are offered in the Eastern Montana communities of Glasgow, Malta, Lewistown, Miles City, Roundup, Baker, and Sidney. They also make coursework available through any accessible Interactive Television (ITV) site in eastern Montana. DCC's Early Childhood Education coursework can lead to an: Associate of Applied Science Degree A.A.S. (60 credits); Certification (32 credits); or access to CDA credential coursework

Flathead Valley Community College continues to be highly invested in the success of the Early Childhood Education Program on both the Kalispell and the Libby campuses. Coursework has been designed to meet the Guidelines for Professional Development as set forth by the National Association for the Education of Young Children. In addition, the early childhood courses are introducing students to the Montana Early Learning Guidelines, emphasizing the practical implementation of learning standards in all content areas for

young children (birth through eight). The program content continues to utilize the Montana Early Care and Education Knowledge Base in course planning and evaluation.

Articulation agreements have been developed between programs to allow for maximum access to students who wish to continue on their higher education career path.

8. **Child Protective Services** – children in need of child care because they are in danger of abuse or neglect receive funding through the CCDF and through state CPS dollars. A hierarchy of funding exists in order to maximize the dollars available to support children in need. Beginning with SFY 2008, the Early Childhood Services Bureau will administer the CPS child care program in its entirety, utilizing state general fund, CCDF dollars, and Title IV-E dollars through a braided funding approach with the Child & Family Services Division.

Describe the results or expected results of this coordination. Discuss how these results relate to the development and implementation of the State's early learning guidelines, plans for professional development, and outcomes for children.

The results and expected results of this coordination relate to the Mission of the Early Childhood Service Bureau which is to improve the quality, accessibility and affordability of child care in Montana. Maintaining access to high quality, affordable child care is vital to the state's families, workforce and economy. Projects such as the implementation of the State's Early Learning Guidelines and professional development system are directed to fulfilling this mission and ultimately resulting in positive outcomes for children.

Montana stays abreast of current early childhood research and promising practice. Research shows that teachers who receive specialized training in early childhood are key to the quality of care given to children. Furthermore, long term studies indicate that children, who receive high quality early education experiences, tend to have better overall outcomes. Therefore, we focus much of our attention on teacher/caregiver development. Incentives for facility improvement are linked to continual improvement in teacher/caregiver proficiency. Unfortunately, Montana is not in a position to track the individual child outcomes that occur as a result of participation in our programs due to unavailability of funding and tracking systems

In order to track the state's progress, Montana has developed benchmarks and goals for both the quality and subsidy portions of the CCDF.

Quality:

By the end of SFY 2007, increase the number of Star providers by 10%.

Increase the number of child care facilities participating in the Star Quality program by 10% in each successive year.

By the end of SFY 2007, increase by 10%, the number of providers accredited by nationally recognized early childhood organizations.

By the end of SFY 2007, increase by 10%, the number of caregivers attaining level 3 or higher on the Practitioner Registry.

By the end of SFY 2007, increase the number of caregivers enrolled and completing the CCDS apprenticeship program by 10%.

Subsidy:

By the end of SFY 2007 increase by 2% the proportion of children served through the Best Beginnings Scholarship program as compared to the number of children in families with income under 150% of the federal poverty level.

These results and subsequent goals are published annually each November and posted on the web at www.childcare.mt.gov

Results and Expected Results of the coordination efforts:

1. **The TANF** transfer enables the state to continue to meet and exceed the benchmarks set for the CCDF.
2. **The Child and Adult Care Food Program's** commitment is to help improve the health of children and adults throughout Montana. To achieve this goal, CACFP encourages child care providers to:
 - a. Offer a wide variety of nutritious foods and beverages, for optimal growth and development;
 - b. Serve iron fortified infant formula, milk with meals, and low-fat milk to appropriate age groups, providing calcium for development, growth and strong bones;
 - c. Serve foods and meats low in fat, to reduce saturated and trans fats, and cholesterol intake;
 - d. Choose and prepare foods with little salt or added sugar, to maintain a healthy body weight and reduce risk of chronic disease;
 - e. Serve foods made with enriched or whole grains, to provide fiber and maintain a healthy body weight;
 - f. Serve foods with, at least, 1 good source of vitamin A every other day, for healthy eyesight, skin, hair and brain development;
 - g. Serve foods with, at least, 1 good source of vitamin C every day, as an antioxidant, aiding in the body's absorption of iron;
 - h. Serve foods with 3 to 4 good sources of Iron daily, to carry oxygen through the body, maintain energy levels and growth of cells;

- i. Engage children in 60 minutes a day of regular physical activity, to promote overall health, psychological well-being and healthy body weight.

Additional results include:

- j. The coordination of program policy. **Example:** programs who have been disqualified for cause from the CACFP are not eligible for Best Beginnings Quality programs.
 - k. The integration of CACFP nutrition training into the Knowledge Base and Early Learning Guidelines.
 - l. The integration of CACFP training into the State's training approval system for licensing and participation in the practitioner registry.
 - m. Monthly collaboration meetings between the CACFP, the Child Care Unit, and the Child Care Licensing supervisors to address inter- program issues.
3. The **Montana Head Start/State Collaboration Office** recognizes the need to develop policies and practices that promote the collaboration and coordination essential to improving child care quality, accessibility and affordability. The expected results are:
- a. Head Start families and all low-income families will have access to high quality child care services and programs for their children.
 - b. Working families are supported by the collaboration office through the provision of information and training about partnerships and high quality services.
 - c. Head Start and Early Head Start programs improve accessibility through the provision of full day or part day services for children. They partner with child care providers and help families locate and choose appropriate full day services.
 - d. The lives of low-income children and families are positively impacted because the Collaboration Office influences state and local policy and the effective delivery of services, while linking Head Start Programs and communities through collaborative relationships.
4. The **Montana Early Childhood Comprehensive Systems** grant is in place to support an early childhood system that includes an array of quality services creating opportunities for young children to achieve full potential within their families and communities.

The expected results of the efforts surrounding the ECCS grant are:

- a. All children in Montana have a primary health care provider (medical home).
- b. All children are enrolled in public or private health insurance programs.
- c. A continuum of services that supports positive mental health and social emotional development is available to all children.
- d. All children receive services in a developmentally appropriate manner.

- e. All young children have access to high quality early care and education to support early learning.
 - f. Families receive appropriate mental health services when they need them.
 - g. Early childhood programs refer families to needed services when appropriate.
 - h. Parents and families understand the importance of providing a nurturing environment for the development of a healthy child.
 - i. Communities maintain an environment to support healthy families.
5. Collaborations with **Higher Education** result in:
- a. The availability of college level training for early childhood practitioners working in a wide variety of settings.
 - b. The ability to embed the Montana Early Childhood Knowledge Base and Early Learning Guidelines in college level coursework. (Montana's Early Learning Guidelines are a center piece of early childhood teacher education. The ELGs are used as resources in the state's early childhood higher-ed curricula.)
 - c. The availability of college level early childhood training in virtually any location in the state.
 - d. The interrelationship between the ELGs and the Montana Early Care and Education Knowledge Base.
 - e. The availability of approved *non-college* based training surrounding the State's Early Learning Guidelines.
6. Collaboration with **Child Protective Services** results in:
- a. The ability to maximize limited fiscal resources to support children who are in danger of abuse or neglect and in need of child care.
 - b. The ability to efficiently manage child care dollars through the CCUBS computer system

Describe how the State's plan supports or will support continued coordination among the programs. Are changes anticipated in the plan?

Montana takes a systems approach to quality improvement. All of the *Best Beginnings* programs are interdependent and build upon each other. For example:

- All training must be approved through the professional development office;
- Individuals must be participating on the practitioner registry in order to be eligible for *Best Beginnings* incentive programs; (See section 5 for additional detail.)
- The MECAC coordinates the majority of early childhood initiatives in the state; (CCDF, CACFP, ECCS, HSSC, etc.) and
- The CCUBS computer system links licensing, training, contracting and eligibility for the subsidy program.

The MECAC continually reviews all program outcomes and makes recommendations to the Department regarding recommended changes.

2.2 Public Hearing Process

Describe the Statewide public hearing process held to provide the public an opportunity to comment on the provision of child care services under this Plan. (658D(b)(1)(C), §98.14(c)) At a minimum, the description must provide:

Date(s) of statewide notice of public hearing: May 1, 2007

Manner of notifying the public about the statewide hearing:

The notice of a child care state plan public hearing was printed in 14 major newspapers in the state. Additionally, all child care providers and interested parties were directly mailed an announcement of the hearing. A reminder card was sent to all state paid child care providers and parents the week before the hearing.

Date(s) of public hearing(s): May 21, 2007

Hearing site(s): Billings, Bozeman, Butte, Dillon, Glasgow, Glendive, Great Falls, Havre, Helena, Kalispell, Miles City, Missoula, Sidney.

How the content of the plan was made available to the public in advance of the public hearing(s):

The draft state plan was posted on the Internet, or made available upon request of either the state office or the local Child Care Resource and Referral Agencies.

A brief summary of the public comments from this process is included as **Attachment 2.2.**

2.3 Public-Private Partnerships

Does the Lead Agency conduct or plan to conduct activities to encourage public-private partnerships that promote private-sector involvement in meeting child care needs?

☒

Yes. If yes, **describe** these activities or planned activities, including the results or expected results.

☐

No.

1. The Child Care Resource and Referral member agencies are instrumental in creating local public-private partnerships that encourage private-sector involvement in meeting child care needs. **The MCCR&R Network and twelve member agencies** offer the following services to businesses across the state.
 - Employee child care needs assessment,
 - Business work-family self-assessment,
 - Community care resources assessment,
 - Employee child care cost-benefit analysis,
 - Review of employer child care options,
 - Information on employer tax benefits,
 - Child care referral services for employees seeking child care,
 - Child care payment assistance for low-income employees.
 - Employee child care consumer education
 - Employee referral to other community resources

To inform the private sector among other audiences, the MCCR&R Network produces and distributes an annual Montana Child Care Profile reporting state, regional and county data to describe child and working family demographics, child care needs, number of regulated child care facilities and child care slots, number of children served through the state-paid scholarship program, the economic impact of child care scholarships among other data.

Results: The efforts of the MT CCR&R Network result in improved coordination among local CCR&R agency services and improved collaboration among CCR&R, early childhood professional organizations, businesses, policy makers at the local, state and federal levels, and other members of statewide boards and councils.

2. The lead agency contracts with twelve private non-profit **Child Care Resource and Referral** (CCR&R) agencies who perform a variety of tasks, which include the following:
 - Determine eligibility for state assisted child care services;
 - Link low income families to licensed or regulated child care providers;
 - Process state paid child care provider payments;
 - Recruit new child care providers;
 - Provide orientation and continued training and technical assistance to child care providers;
 - Many sponsor the USDA/FNS Child and Adult Care Food Program for child care providers;
 - Consult with business to establish employer supported child care services;
 - Refer parent and providers to other agencies, programs and community resources;
 - Provide information about state assisted child care programs;

- Offer parenting information and public education on assessing and selecting quality child care;
- Assist in the development and promotion of policy initiatives, which expand and maintain the supply of quality child care in the local communities as well as on the state and national level.

Results: The CCR&R agencies' efforts result in readily available, high quality early childhood **services to child care providers** that include:

- New provider orientation and child care business training;
- Access to a variety of training in all Montana Early Childhood Knowledge Base areas;
- Efficient communication between child care licensing and the CCR&R; and child care providers, including technical assistance in meeting requirements and access to resources such as the *Best Beginnings* program to fund improvements required for licensing compliance;
- Access to early childhood technical assistance;
- Access to professional early childhood trainers/consultants who have attained at least a Level 6 on the Montana Early Care and Education Career Path; and
- Coordination and promotion of all other Best Beginnings programs available in Montana.

The CCR&R agencies' efforts result in readily available, high quality early childhood **services to families** that include:

- Referrals to child care providers that meet the parent's needs;
- Accurate certification for child care scholarship assistance;
- Accurate eligibility determination;
- Matching, application process assistance, approval, and orientation services if a family wishes to use a "Legally Unregistered Provider" (family, friends, and neighbors);
- Accurate case maintenance and renewal services; and
- Accurate and timely payment processing using the CCUBS system.

The CCR&R agencies' efforts result in readily available, high quality early childhood **services to communities** that include:

- Outreach to other community agencies regarding early childhood education, child care and afterschool topics;
- Local consumer education; and
- The publication of a Profile of Community Need.

3. The Department contracts with **WoRC** (Work Readiness Component) operators to help TANF families become self-sufficient through intensive case management, which includes training and employment related activities. WoRC program contractors are made up of a variety of agency types including:
 - Non-TANF State/county agencies (Job Service Centers, Board of County Commissioners)

- Other

- i. Private Non-Profit Community Action Programs/Human Resource Development Councils,
- ii. Employment and Training entities – (Career Training Institute, Montana Peaks, Career Futures, Easter Seals)
- iii. Community Colleges

The WoRC operators help families make informed decisions regarding the selection of a child care provider. WoRC case managers determine the amount of child care needed to support families while they participate in activities as part of a TANF Family Investment Agreement (FIA). They refer families to their local child care resource and referral agency who establishes the child care certification plan and assists in locating quality child care.

Results: Participation in the WoRC program results in an increased job entry rate for TANF participants, a reduction in dependence upon TANF, cash assistance, and an increase in participant's self-sufficiency.

4. The lead agency uses the **Montana Early Childhood Advisory Council** to help guide decision-making about services to families, administration of the fund, quality initiatives, and training. A wide spectrum of individuals (including business) is represented on the council (see 2.1 above for a complete listing of the MECAC membership).

Results The MECAC is responsible for informing policy making for all aspects of Montana's CCDF programs. Including:

- Providing guidance on subsidy program policy;
 - The creation, implementation and monitoring of all quality programs listed in Section 5 of this plan;
 - Legislative initiatives, either as a part of the Department's executive planning process or independent bills to support high quality early care and education in Montana; and
 - Collaborative partnerships in early care and education that are not primarily funded through the CCDF.
5. The **ECSB**, and the **Head Start-State Collaboration office** worked with **Governor Schweitzer's office** to obtain two grants from the **National Governor's Association, Center for Best Practices**. Montana sponsored two summits on School Readiness.
 - Summit #1: In June of 2006, fourteen (14) community teams and one state-level team convened in Helena to identify ways to coordinate early childhood services that could lead to better policies for young children. During the summit the teams were provided exceptional educational opportunities addressing the ready child equation, Ready Families + Ready Communities + Ready Services + Ready Schools = Children Ready to Learn. They were also

provided time to reflect on current activities occurring in their local communities and given time to plan their next steps. Community teams are made up of a variety of stakeholders including parents, business leaders, school and health personnel, child care programs, Head Start, local, private non-profit agencies, city and county officials.

Consistent themes emerged for future consideration and action: the need for increased public awareness about the importance of child development and demand for professional development and training for parents, staff, and community leadership.

- Summit #2: A by-product of the community-based summit was a partnership with the Governor, the Dennis and Phyllis Washington Foundation and the National Governor's Association (NGA) to further the conversation on early childhood and workforce. A Business Leader's Summit on School Readiness was held in October 2006. Nearly 75 business leaders were joined by state leaders and representatives from the community teams to learn about the strong connection between quality education and economic success.

Montana will continue to use the Ready Child Equation and provide opportunities for consistent community involvement and activities relating to School Readiness.

1. The ECSB is creating a statewide information campaign about early childhood and school readiness.
2. The state will continue to work with the NGA focusing on governance, data and state-wide planning.
3. The Governor's Office will continue to unify its initiatives that affect young children in education and health under the title "Best Beginnings."
4. The Governor's Office will focus on the importance of full-time kindergarten as a key piece of the larger early childhood system to build a strong academic future for all Montana's children.
5. The Governor's office in partnership with the ECSB and a private foundation will complete an "economic impact report" with regard to early childhood programs and services.
6. The ECSB in collaboration with the ECCS project and the Governor's office has published a list of "Things businesses can do to support healthy child development". This list is available on the Internet at www.childcare.mt.gov

Community teams continue to work on local school readiness initiatives, and the state/local teams continue to work together to create public awareness and build a stronger linked statewide system. This is done with the support of a grant through the National Governor's Association for statewide system building. A logic model that broadly describes the efforts on systems building goals in Montana is included as **attachment 2.3**. Updates on the school readiness and systems building work can be found at www.childcare.mt.gov/schoolreadiness.jsp

PART 3

CHILD CARE SERVICES OFFERED

3.1 Description of Child Care Services

3.1.1 Certificate Payment System

Describe the overall child care certificate process, including, at a minimum:
(1) a description of the form of the certificate (98.16(k));

Montana's certificate form (invoice) is included as **Attachment 3.1.1**. A Child Care Resource & Referral Eligibility Specialist determines the family's eligibility for the child care program through the Child Care Under the Big Sky (CCUBS) computer system. The family is notified of eligibility determination by mail. If a family does not have a provider, the family may select a provider at that time.

Once the parent selects a child care provider, the CCR&R worker enters the provider information into the CCUBS system. If the child care provider is licensed, registered, or legally unregistered, provider information is available to the CCR&R worker through the licensing/registration module of the CCUBS system. Once the provider information is associated with the family, a child care certification plan is mailed to the parent and to the provider. The certification plan includes the child care provider's name, address, license information, the child(ren)'s name, age, authorized child care hours, the parent's co-payment, and the date span for the certification.

Once the child care certification plan is issued to the parent, an invoice is mailed to the provider. The invoice is pre-printed with family, child, and provider information. The invoice is mailed to the provider by the 20th of the service month. The provider fills in the hours of care for the month and signs the invoice. The invoice is returned to the CCR&R for payment processing. Payments are held for batch processing on the 5th business day of the month, and then processed each subsequent Tuesday. The provider or parent can expect to receive payment about two days following invoice processing. Also, providers may elect to make direct deposit arrangements and receive payment through electronic fund transfer.

- (2) a description of how the certificate program permits parents to choose from a variety of child care settings by explaining how a parent moves from receipt of the certificate to choice of the provider; (658E(c)(2)(A)(iii), 658P(2), 98.2, 98.30(c)(4) & (e)(1) & (2)) and

A parent may choose any licensed child care center, any registered family or group child care home, a legally unregistered child care provider (LUP) or a

legally unregistered in-home (LUI) to provide care for their children. If their current provider is none of the above, the provider may apply to become a legally unregistered provider.

Before a legally unregistered provider or legally unregistered in-home provider can receive payment for services, the prospective provider must apply at the district CCR&R agency and pass a child protective services and criminal records background check. If approved, payment is retroactive to the date the application is received in the local CCR&R agency. The provider self-certifies the facility meets health and safety requirements. Additionally, the provider must be 18 years old and must agree to attend an orientation within the first sixty days of being approved by the CCR&R.

Not every care arrangement qualifies for a Best Beginnings Child Care Scholarship. A child is NOT eligible for a Best Beginnings Child Care Scholarship if the child is related to the child's care provider in any of the following ways:

- The child's care provider is the child's parent;
- The child's care facility is owned, entirely or in part, by the parent;
- The child's care provider is a member of the child's TANF Cash assistance household;
- The child's care provider is a member of the child's Best Beginnings Child Care Scholarship eligibility household; and

If the child's care provider lives with the child, but not as a member of the child's eligibility household, the individual must qualify as a provider and be one of the following relatives:

- o Aunt or Uncle
- o Grandparent
- o Great Grand Parent.

No other household members qualify as care givers for the purpose of receiving a Best Beginnings Child Care Scholarship.

- (3) if the Lead Agency is also providing child care services through grants and contracts, estimate the proportion of \$98.50 services available through certificates versus grants/contracts, and explain how it ensures that parents offered child care services are given the option of receiving a child care certificate. (98.30(a) & (b)) This may be expressed in terms of dollars, number of slots, or percentages of services.

Attach a copy of your eligibility worker's manual, policy handbook, or other printed guidelines for administering the child care subsidy program as **Attachment 3.1.1**. If these materials are available on the web, the State may provide the appropriate Web site address in lieu of attaching hard copies to the Plan.

The eligibility worker's manual used by the Montana Early Childhood Services Bureau can be found at:

<http://www.dphhs.mt.gov/hcsd/ecsmanual/>.

The Administrative Rules of Montana used for child care subsidy can be found at:

<http://www.dphhs.mt.gov/legalresources/administrativerules/title37/armtitle37.shtml>, under Chapter 80.

Note: Eligibility worker's manuals, policy handbooks, or other printed guidelines for administering a child care subsidy program will be used for reference purposes only. Documents provided by Lead Agencies pursuant to this section will not be uniformly or comprehensively reviewed and will not be considered part of the Plan. All information required to be part of the Plan must continue to be set forth in the Plan.

3.1.2 In addition to offering certificates, does the Lead Agency also have grants or contracts for child care slots?

☐ Yes, and the following **describes** the types of child care services, the process for accessing grants or contracts, and the range of providers that will be available through grants or contracts: (658A(b)(1), 658P(4), §§98.16(g)(1), 98.30(a)(1) & (b))

☒ No.

3.1.3 The Lead Agency must allow for in-home care but may limit its use. Does the Lead Agency limit the use of in-home care in any way?

☒ Yes, and the limits and the reasons for those limits are: (§§98.16(g)(2), 98.30(e)(1)(iv))

A legally unregistered in-home provider (LUI) must meet all of the following conditions:

- Be 18 years of age, or older;
- Not be a parent or person acting in loco parentis;
- Not be included in the parent's cash assistance payment household;
- Not be included in the child care assistance household;
- Agree that the parent is the employer and is responsible for payment or that the person is an independent contractor;
- Be mentally and physically capable of providing child care that meets safety, health, and other basic child care requirements;

- Not have a substantiated report involving harm, physical or sexual abuse to children or adults;
- Agree to attend an orientation session within the sixty days of being approved for providing child care;
- Provide care to the children of one family or, if the children are from different families, may care for two or fewer children; and
- Pass criminal and child protective background checks.

In the case of a Legally Unregistered In-Home provider, all child care subsidy payments are made directly to the parent

☐ No.

3.1.4 Are child care services provided through certificates, grants and/or contracts offered throughout the State? (658E(a), §98.16(g)(3))

☒ Yes.

☐ No, and the following are the localities (political subdivisions) and the services that are not offered:

3.2 Payment Rates for the Provision of Child Care

The statute at 658E(c)(4) and the regulations at §98.43(b)(1) require the Lead Agency to establish payment rates for child care services that ensure eligible children equal access to comparable care.

These rates are provided as **Attachment 3.2A.**

The attached payment rates were or will be effective as of July 1, 2007.

Provide a summary of the facts relied on by the State to determine that the attached rates are sufficient to ensure equal access to comparable child care services provided to children whose parents are not eligible to receive child care assistance under the CCDF and other governmental programs. Include, at a minimum:

- The month and year when the local market rate survey(s) was completed: June 2007. (§98.43(b)(2))
- A copy of the **Market Rate Survey instrument** and a **summary of the results** of the survey are provided as **Attachment 3.2B.** At a minimum, this summary should include a description of the sample population, data source, the type of methodology used, response rate, description of analyses, and key findings (**See Guidance for additional information.**)

- Does the Lead Agency use its **current** Market Rate Survey (a survey completed within the allowable time period –10/1/05 -9/30/07) to set payment rates?

☒ Yes.

☐ No.

At what percentile of the current Market Rate Survey is the State rate ceiling set? If you do not use your current Market Rate Survey to set your rate ceilings or your percentile varies across categories of care (e.g., type of setting, region, age of children), describe and provide the range of variation in relation to your current survey. **(See Guidance for additional information.)**

As of July 1, 2007, rates are set at the 75th percentile of the June 30, 2007 Market Rate Survey.

- How the payment rates are adequate to ensure equal access to the full range of providers based on the results of the above noted local market rate survey (i.e., describe the relationship between the attached payment rates and the market rates observed in the survey): (§98.43(b))

In June of 2007, Montana chose to bring payment rates up to the 75th percentile. As of July 1, 2007, rates are set at the 75th percentile of the June 30, 2007 Market Rate Survey. A family relying on child care scholarship can afford services among seventy-five percent of the child care providers in each CCR&R district.

- Does the Lead Agency consider any additional facts to determine that its payment rates ensure equal access? (§98.43(d))

☒ Yes. If, yes, **describe**.

Montana has chosen to conduct a Market Rate Survey on an annual basis. This comparison allows the department to determine whether families are still able to access and afford services among seventy-five percent of the providers in their area. If Montana determines that a particular district's rates have fallen below the 75th percentile, we have the option of changing rates in that area.

☐ No.

- Does the State have a tiered reimbursement system (higher rates for child care centers and family child care homes that achieve one or more levels of quality beyond basic licensing requirements)?

☒ Yes. If yes, **describe**:

Montana's Star Rating Program: Montana has chosen a three-level program that accommodates an intermediate step in quality improvement. Level one (one-star) consists of facilities that meet the requirements for a two or three year extended license, that comply with quality indicators in the area of staff training, parent involvement and child development; and level two (two-star) consists of facilities that meet the requirements for a two or three year extended license and are accredited by NAEYC, NAFCC or NSA.

Child care providers may qualify for increased subsidy rates by obtaining a one or two star rating by meeting requirements listed in the table below:

QUALITY INDICATOR	1-STAR REQUIREMENT (+ 10%)	2-STAR REQUIREMENT (+ 15%)
License Duration	2 or 3 year extended, Non-probationary license or registration	2 or 3 year extended, Non-probationary license or registration
Accreditation	Not accredited	Accredited by NAEYC, NAFCC, or NSA
Staff Training	75% of Center (50% of Group) primary care giving staff at Level 2 or higher on the Career Path	75% of Center (50% of Group) primary care giving staff at Level 2 or higher, including one full-time staff at Level 3 or higher, on the Career Path.
Developmental Plan	Plan must be satisfactory	Automatically fulfilled by accreditation
Parental Involvement Plan	Plan must be satisfactory	Automatically fulfilled by accreditation
Personnel Policies	Plan must be satisfactory	Automatically fulfilled by accreditation

One-Star provider rates are increased 10% above the base rate. Two-Star provider rates are increased 15% above the base rate.

☐ No.

3.3 Eligibility Criteria for Child Care

3.3.1 Age Eligibility

Does the Lead Agency allow CCDF-funded child care for children above age 13 but below age 19 who are physically and/or mentally incapable of self-care?

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(Physical and mental incapacity must then be defined in Appendix 2.)
(658E(c)(3)(B), 658P(3), §98.20(a)(1)(ii))

☒ Yes, and the upper age is 18.

☐ No.

Does the Lead Agency allow CCDF-funded child care for children above age 13 but below age 19 who are under court supervision? (658P(3), 658E(c)(3)(B), §98.20(a)(1)(ii))

☒ Yes, and the upper age is 18.

☐ No.

3.3.2 Income Eligibility

Complete columns (a) and (b) in the matrix below. Complete Columns (c) and (d) **ONLY IF** the Lead Agency is using income eligibility limits lower than 85% of the SMI.

			IF APPLICABLE	
Family Size	(a) 100% of State Median Income (SMI) (\$/month)	(b) 85% of State Median Income (SMI) (\$/month) [Multiply (a) by 0.85]	Income Level, lower than 85% SMI, if used to limit eligibility	
			(c) \$/month	(d) % of SMI [Divide (c) by (a), multiply by 100]
1	\$2,411	\$2,049	\$ 1,196	50%
2	\$3,153	\$2,680	\$ 1,711	54%
3	\$3,895	\$3,311	\$ 2,146	55%
4	\$4,637	\$3,941	\$ 2,581	56%
5	\$5,379	\$4,572	\$ 3,016	56%

If the Lead Agency does not use the SMI from the most current year, **indicate** the year used: 2008

If applicable, indicate the date on which the eligibility limits detailed in column (c) became or will become effective: August 1, 2007.

How does the Lead Agency define “income” for the purposes of eligibility? Describe and/or include information as **Attachment 3.3.2.** (§§98.16(g)(5), 98.20(b))

Montana bases CCDF eligibility on gross family income, including all family members, yet excluding some types of income. Personal expenses are not deducted from gross income. Income exclusion may be based, in part, on the status of an individual in the household. For example, the earned income of a dependent child is excluded if the child is attending school. An income evaluation table is included as **Attachment 3.3.2.**

Additionally, the Administrative Rules of Montana require families with absent parents to verify court ordered child support income, or register with Child Support Enforcement, in an attempt to reduce the family’s child care needs.

- Is any income deducted or excluded from total family income (for instance, work or medical expenses; child support paid to, or received from, other households; Supplemental Security Income (SSI) payments)?

☒ Yes. If yes, **describe** what type of income is deducted or excluded from total family income.

Montana excludes several types of income from the family’s gross income. A complete list of income that is excluded can be found in **Attachment 3.3.2.**

☐ No.

- Is the income of all family members included?

☒ Yes.

☐ No. If no, **describe** whose income is excluded for purposes of eligibility determination.

3.3.3 Eligibility Based Upon Receiving or Needing to Receive Protective Services

Does the State choose to provide child care to children in protective services, as defined in Appendix 2? (§§98.16(f)(7), 98.20(a)(3)(ii)(A) & (B))

☒ Yes.

☐ No.

Has the Lead Agency elected to waive, on a case-by-case basis, the fee and income eligibility requirements for cases in which children receive, or need to receive, protective services, as defined in Appendix 2? (658E(c)(3)(B), 658P(3)(C)(ii), §98.20(a)(3)(ii)(A))

☒ Yes.

Children in child protective services are designated as a household of one in the child care subsidy computer system and uniquely identified; therefore, the state does not attach a co-payment requirement to these minor children.

☐ No.

☐ Not applicable. CCDF-funded child care is not provided in cases in which children receive, or need to receive, protective services.

Does the State choose to provide CCDF-funded child care to children in foster care whose foster care parents are not working, or who are not in education/training activities? (§§98.20(a)(3)(ii), 98.16(f)(7))

☐ Yes. (**NOTE:** This means that for CCDF purposes the State considers these children to be in protective services.)

☒ No.

3.3.4 Additional Eligibility Conditions

Has the Lead Agency established additional eligibility conditions? (658E(c)(3)(B), §98.16(g)(5), §98.20(b))

☐ Yes, and the additional eligibility conditions are: (Terms must be defined in Appendix 2)

☒ No.

3.4 **Priorities for Serving Children and Families**

3.4.1 Complete the table below regarding eligibility conditions and priority rules. For columns (a) through (d), check box if reply is “Yes”. Leave blank if “No”. Complete column (e) if you check column (d).

	(a)	(b)	(c)	(d)	(e)
Eligibility Category	Guarantee subsidy	Give priority	Same priority as	Is there a time limit	How long is

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	eligibility	over other CCDF- eligible families	other CCDF- eligible families	on guarantee or priority?	time limit?
Children with special needs	☒	☒	☐	☐	
Children in families with very low incomes	☐	☐	☒	☐	
Families <u>receiving</u> Temporary Assistance for Needy Families (TANF)	☒	☒	☐	☐	
Families transitioning from TANF	☐	☐	☒	☐	
Families at risk of becoming dependent on TANF	☐	☐	☒	☐	

3.4.2 **Describe** how the State prioritizes service for the following CCDF-eligible children: (a) children with special needs and (b) children in families with very low incomes. Terms must be defined in Appendix 2. (658E(c)(3)(B))

- (a) Child with Special Needs means a child who is age 18 or younger who requires additional assistance because of an emotional or physical disability and/or cognitive delay that is verified by medical records or other appropriate documentation such as written verification of the physical, emotional, or mental disability from the appropriate authority. Families of children with special needs are not placed on a waiting list, thereby guaranteeing a priority status for a child care scholarship. Child care providers are required to make a reasonable accommodation for children with special needs. If care requirements increase the cost of the care, one-time or on-going costs may be paid from the Best Beginnings Child Care Scholarship.
- (b) Children in families with very low income: A family, whose income is at or below the TANF eligibility threshold of the 2007 federal poverty guidelines, pays a \$10.00 monthly co-payment. Higher co-payments are a product of the family's Non-TANF gross monthly income (GMI) multiplied by the

respective co-payment factor: $\text{Monthly Co-payment} = \text{GMI} \times \text{Percentage assigned to the Income Range.}$

3.4.3 **Describe** how CCDF funds will be used to meet the needs of: (a) families receiving Temporary Assistance for Needy Families (TANF), (b) those attempting to transition off TANF through work activities, and (c) those at risk of becoming dependent on TANF. (658E(c)(2)(H), Section 418(b)(2) of the Social Security Act, §§98.50(e), 98.16(g)(4))

- (a) Families receiving TANF Cash are eligible for a child care subsidy, if the family makes arrangements at the Child Care Resource and Referral agency. Montana uses a process where the TANF Work Readiness Component (WoRC) Case Manager uses an electronic referral form to notify the CCR&R child care eligibility specialist that there is a need for child care for a TANF participant. This referral identifies the children in the household who require child care and the amount of child care needed so parents may complete their Employability Plans. The CCR&R enters the participant's information into CCUBS to certify care. Additionally, beginning August 1, 2007, a new program will be established for working caretaker relatives who are caring for child only TANF grant recipients. For those qualifying families, the Office of Public Assistance will conduct an initial entry screening to determine if the program is applicable. Then, a referral will be made to the CCR&R agency to assist with the child care assistance application.
- (b) When TANF is closed, the family must apply for Non-TANF Child Care assistance at the local Child Care Resource and Referral Agency. The CCR&R will interview the family to determine if the Fill-the-Gap policy should be applied to insure continuity of care for the children. (See Section 4.1.1 for additional information on the Fill-the-Gap policy)
- The CCR&R will notify the family and child care provider at least ten days in advance of closing the TANF child care case.
 - The CCR&R distributes a Non-TANF Best Beginnings Child Care Scholarship application to the family
 - If applicable, the CCR&R may determine the family is eligible for Fill-the-gap.
- c) Low-income working families at or below 150% of poverty are considered at-risk of becoming dependent on TANF. The Sliding Fee Scale program is designed to assist these families in gaining access to and affording quality child care. The Sliding Fee Scale program helps families pay for child care while they are working, working program and attending school, or attending high school or equivalency programs.

3.4.4 Has the Lead Agency established additional priority rules that are not reflected in the table completed for Section 3.4.1? (658E(c)(3)(B), §98.16(g)(5), §98.20(b))

☐ Yes, and the additional priority rules are: (Terms must be defined in Appendix 2)

☒ No.

3.4.5 Does the Lead Agency serve all eligible families that apply?

☒ Yes.

☐ No.

3.4.6 Does the Lead Agency maintain a waiting list?

☒ Yes. If yes, for what populations? Is the waiting list maintained at the State level? Are certain populations given priority for services, and if so, which populations? What methods are employed to keep the list current?

When the demand for Non-TANF Best Beginnings Child Care Scholarships exceeds the resources, the Early Childhood Services Bureau (ECSB) maintains a statewide waiting list. The Early Childhood Services Bureau (ECSB) will select children from the Non-TANF waiting list, based on budget projections.

As a budget management strategy, the ECSB may serve families up to a specified level of poverty. Families participating in the Best Beginnings Child Care Scholarship may remain in the program up to the upper limits of the sliding fee scale, subject to change reporting and re-certification policies.

CCUBS will send a notice to families of children selected from the waiting list. The family must respond within the 10-day timeframe to re-determine eligibility and secure their child care scholarship.

The CCR&R shall close the following cases:

- Families who do not respond within the 10-day timeframe.
- Families who are determined ineligible after being selected from the waiting list.

☐ No.

3.5 Sliding Fee Scale for Child Care Services

- 3.5.1 A sliding fee scale, which is used to determine each family's contribution to the cost of child care, must vary based on income and the size of the family. A copy of this sliding fee scale for child care services and an explanation of how it works is provided as **Attachment 3.5.1**.

The attached fee scale was or will be effective as of August 1, 2007.

Will the Lead Agency use additional factors to determine each family's contribution to the cost of child care? (658E(c)(3)(B), §98.42(b))

- ☐ Yes, and the following **describes** any additional factors that will be used:
- ☒ No.

- 3.5.2 Is the sliding fee scale provided in the attachment in response to question 3.5.1 used in all parts of the State? (658E(c)(3)(B))

- ☒ Yes.
- ☐ No, and other scale(s) and their effective date(s) are provided as **Attachment 3.5.2**.

- 3.5.3 The Lead Agency may waive contributions from families whose incomes are at or below the poverty level for a family of the same size, (§98.42(c)), and the poverty level used by the Lead Agency for a family of 3 is: \$1,431 monthly based on the 2007 FPG.

The Lead Agency must **select ONE** of these options:

- ☐ ALL families with income at or below the poverty level for a family of the same size ARE NOT required to pay a fee.
- ☐ ALL families, including those with incomes at or below the poverty level for families of the same size, ARE required to pay a fee.
- ☒ SOME families with income at or below the poverty level for a family of the same size ARE NOT required to pay a fee. The following describes these families:

A family receiving child protective services may not be required to pay a fee. This is determined on a case by case basis.

- 3.5.4 Does the State allow providers to charge parents the difference between the maximum reimbursement rate and their private pay rate?

☒ Yes.

☐ No.

- 3.5.5 The following is an explanation of how the copayments required by the Lead Agency's sliding fee scale(s) were determined to be affordable: (§98.43(b)(3))

Montana's Child Care Sliding Fee Scale is provided as **Attachment 3.5.1**. Montana's sliding fee scale was designed so that the co-payment matrix did not contain huge cliffs for families, either within the income categories for the scale when families' income increases so that they lose eligibility.

Families, who receive cash assistance under TANF programs and utilize child care so they may participate in required Family Investment Activities (FIA)/Employability Plan (EP), pay a ten-dollar co-payment. A ten-dollar co-payment also applies to non-TANF families whose incomes are below the TANF eligibility threshold.

Families above the TANF eligibility threshold pay co-payments ranging between 1% and 14% of their gross monthly income (GMI). The percentage of their gross monthly income (GMI) increases as they approach 150% of the FPG. Using the 2006 FPG, for every five percent increase of GMI, co-payment rates increase one percent. At the upper end of the scale, 14% of the GMI approaches the average cost of subsidy (\$ 531.58 mo) for a family of four. Percentages will be recalculated using the 2007 FPG and sliding fee scale once the scale is effective in August 2007.

For example, using the 2006 FPG and Sliding Fee Scale; this will be refigured upon implementation of 2007 FPG and Sliding Fee Scale: A single parent family with one child, whose GMI is 150% of the 2006 FPG, will pay 18.5% of their GMI in child care costs if they do not have assistance. A two-parent family with one child will pay 14.7% of their GMI. The higher co-payment at the upper limit of the sliding fee scale minimizes the cliff that families experience when leaving the program.

Currently 80% of the families who participate in the Montana Sliding Fee Scale program pay 7% or less of their GMI as a child care co-payment. Furthermore, 61% of the families who participate in the Montana Sliding Fee Scale program pay 3% or less of their GMI as a childcare co-payment. In contrast, only 3.5% of the families pay a co-payment of 14% of their GMI.

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PART 4

PARENTAL RIGHTS AND RESPONSIBILITIES

4.1 Application Process / Parental Choice

4.1.1 **Describe** the process for a family to apply for and receive child care services (658D(b)(1)(A), 658E(c)(2)(D) & (3)(B), §§98.16(k), 98.30(a) through (e)). At minimum, the description should include:

- How parents are informed of the availability of child care services and about child care options

Child Care Resource & Referral Agencies are responsible for assisting families in choosing and locating child care that meets their needs. No fee may be charged for a basic referral to low-income families who qualify for assistance or families participating in the state's TANF cash assistance program. A basic referral listing will include the following:

- Program/provider name;
- Location (actual address is optional);
- Telephone number;
- Age range of children;
- Facility type;
- Days/hours of business; and
- The CCR&R Network Disclaimer.

Consumer education materials must be included in a basic referral. These materials include:

- Information on choosing quality child care;
- CCR&R agency services;
- Child development information tailored to the family; and
- State-paid child care assistance information.

Information regarding the child care assistance program is included in every referral packet. The CCR&R referral specialist may also consult with parents seeking child care. During this time the referral specialist will review a brochure concerning the sliding fee scale and complete a cursory assessment to determine if the family may be eligible. If it appears that the family is eligible, the CCR&R referral specialist would direct the family to talk to an eligibility specialist in order to complete an application for the child care assistance program.

Brochures concerning the child care assistance program are available at a variety of other human service offices including the local TANF and WoRC program offices. These brochures are also available for local child care providers to use with parents when they become aware that a child may be eligible for assistance.

- Where/how applications are made

Applications for child care assistance are available at all of the CCR&R and TANF/WoRC program offices. A family may apply for child care assistance in person, by mail, or by fax through one of the Child Care Resource & Referral agencies within the state. Applicants must complete the application, provide necessary eligibility documentation; and submit the application to the CCR&R for processing. The child care assistance eligibility begin-date is the date the completed application is received in the CCR&R office and demonstrates eligibility, including the need for child care, due to the parent's activity hours.

- What documentation parents must provide

Parents must provide appropriate document to determine their monthly gross income. This includes, but is not limited to, two-month's worth of pay stubs and an employer signed work verification form. If there is an absent parent from the household, the applicant must supply verification of being in-compliance with the Montana Child Support Enforcement Division, be receiving child support through a district court order or have good cause for not applying for child support. Montana does have a new program, effective August 1, 2007 for working caretaker relatives who are caring for a relative child receiving a child-only TANF grant. This program does not require income eligibility at this time for the household, therefore an abbreviated application and documentation process applies.

- How parents who receive TANF benefits are informed about the exception to individual penalties as described in 4.4

Families participating in the TANF program are not sanctioned due to lack of child care, as noted in section 4.4 of this plan. When child care is not available, TANF eligibility managers and parents negotiate activities that do not require child care to maintain their family investment agreement. Child care is identified as a good-cause exception for families unable to complete TANF activities. If a parent is involved in the TANF sanction process, the parent is informed in writing of the right to claim good-cause.

- Length of eligibility period including variations that relate to the services provided, e.g., through collaborations with Head Start or pre-kindergarten programs

Child Care Resource and Referral agencies prospect a family's eligibility (150% FPL) and issue a child care certification plan for up to six months. Certification plans may be shorter if prospective eligibility determination predicts a change in the family's circumstances that affects their basic eligibility. Families are eligible

for non-TANF child care services for the entire 6-month period, until one of the following occurs:

- A family enters the TANF program.
- Household composition changes, eliminating the need for child care.
- Work hours decrease and cause a family to fall below the minimum work requirement (120 hours/month for two parent family, 60 hours/month for single parent family or 40hours/month for a single parent attending school full time).
- A teen student/parent leaves high school.
- Unemployment continues past the 30-day grace period.

Department social workers determine the need for child protective services child care and use the CCR&R services to help families locate child care providers.

- Any steps the State has taken to reduce barriers to initial and continuing eligibility for child care subsidies

Montana policies are designed to maintain the parent's eligibility, meet the need for additional child care, and continuity of care for children. The following policies reduce barriers and maintain eligibility for families:

- Presumptive Eligibility – If funding is available and a family's initial application indicates the family is eligible; the family may receive child care for up to 30 days, while eligibility is verified. This ensures payment to the provider while the family's eligibility is being confirmed.
- Certified Enrollment – A child with a full-time certification plans have 150 hours to use when the provider requires payment during the child's absence.
- Extending Child Care Hours – Child Care Resource and Referral agencies have the ability to issue additional benefits to cover the parent's unanticipated work or school hours, when the need is verified.
- Fill-the-Gap – allows WoRC Case managers and CCR&R Eligibility Specialists to provide a child care subsidy to a TANF family who needs child care because circumstances have changed and the child care disregard has not been prospected.
- Grace Period – A family who loses employment may continue to receive benefits for 30 days, if they agree to use the time to gain employment. This grace period allows families to maintain eligibility while providing children with continuity of care.
- Hold-the Slot – A family may pre-arrange to temporarily maintain a child's enrollment for an absence of not more than 30 days.
- Holidays – Some child care providers charge families for holidays, when children are not in attendance. Montana helps parents meet this obligation by allowing providers to claim holidays when billing for services.
- Medical Appointments – A parent who meets activity/work requirements may use child care benefits to attend medical appointments.

- Medical Emergency - When work is interrupted by a medical emergency involving the parent or a child, the parent may be able to maintain needed child care during the emergency.
- Suspending a Case – A family who temporarily loses eligibility may remain in the program for 30 days.
- Length of eligibility period including variations that relate to the services provided, e.g., through collaborations with Head Start or pre-kindergarten programs
- Any steps the State has taken to reduce barriers to initial and continuing eligibility for child care subsidies

Attach a copy of your parent application for the child care subsidy program. If the application is available on the web, provide the appropriate Web site address (application must still be attached to Plan): **attachment 4.1.1**

4.1.2 Is the application process different for families receiving TANF?

☒ Yes. If yes, **describe** how the process is different:

TANF families are referred for child care assistance by their WoRC Case Manager. TANF families are required to complete a separate application, which is different from Non-TANF families. TANF families receive their child care assistance application at the local WoRC office. The TANF application informs the parent(s) of their rights and responsibilities and requires a signature to release information that is needed to set up child care.

☐ No.

4.1.3 The following is a detailed description of how the State ensures parental choice by making sure that parents are informed about their ability to choose from among family and group home care, center-based care and in-home care including faith-based providers in each of these categories.

Child Care Resource & Referral Agencies are responsible for assisting families to choose and locate childcare that meets their needs. The CCR&R Agency must maintain, and update quarterly, the NACCRRWARE database to include local childcare facilities, Head Start centers and pre-schools. NACCRRWARE is capable of handling local childcare information and producing reports on the local number of families seeking care, the number of openings, the type of care needed, provider turnover rate and other relevant data. The CCR&R Agency will conduct initial meetings with parents in order to determine families' needs and to provide information that will help parents evaluate quality of care. The following information will be provided upon request when conducting a referral:

- Types of childcare programs
- Local market rate information
- Location of child care program
- Hours of available care
- Licensing and registration requirements
- Information about transportation to childcare facilities
- Consumer education about selecting childcare
- Information about child development
- A checklist that identifies quality child care services.

Referral services and parent education will be provided as requested by DPHHS for parents who are served by the CPS child care program. Families with special needs children will be given the same array of referral services as families with typically developing children in accordance with ADA. Special care arrangements or accommodations will be worked out between the parent and provider (and family service specialist in accordance with the child's IFSP or IEP if one is available). Referral services will be available in all of the counties and rural communities of each CCR&R district, as established by the state of Montana.

4.1.4 Does the State conduct activities aimed at families with limited English proficiency to promote access to child care subsidies and reduce barriers to receiving subsidies and accessing child care services?

☐ Yes. If yes, **describe** these activities, including how the State overcomes language barriers with families and providers.

☒ No.

4.2 Records of Parental Complaints

The following is a detailed description of how the State maintains a record of substantiated parental complaints and how it makes the information regarding such parental complaints available to the public on request. (658E(c)(2)(C), §98.32))

Definitions

A person responsible for a child's welfare means the child's parent, guardian, foster parent or an adult who resides in the same home in which the child resides; a person providing care in a day care facility; an employee of a public or private residential institution, facility, home or agency; or any other person responsible for the child's welfare in a residential setting (MCA 41-3-102).

CACFP – Child and Adult Certified Food Program

CA/N – child abuse and neglect

CAPS – Child and Adult Protective Services System. This is the computer system which houses information regarding the CPS program.

- CPI – child protective information; no CPS investigation completed.
- CFS – child protective services request for services; no CPS investigation completed.
- CPS – child protective services; CPS investigation

CCL – Child Care Licensor

CCR&R – the district child care Resource and Referral agencies

CFSD -- Child and Family Services Division

CI – Centralized Intake, State of Montana hotline for child abuse and neglect reports.

CPS – child protective services

Complaint – The process by which a parent, guardian, or other interested individual reports concerns regarding licensing violations involving the care received by a child from a child care provider or caregiver.

CCUBS – Child Care Under the Big Sky. This is the computer system used by the Child Care Licensing Program and the Early Childhood Services Bureau to retain licensing, and Best Beginnings data.

Department - Department of Public Health and Human Services

Validated – The child care licensor determines that the complaint allegations occurred or are occurring or that a regulation violation occurred.

Not Validated – The child care licensor can not determine the complaint allegations occurred or a regulation violation occurred.

Types of Complaints

Law Enforcement Related: Any complaint where criminal prosecution may occur. Sudden death syndrome, deaths, abuse, sexual abuse, extreme negligence can all have criminal implications. Law enforcement may notice licensors upon investigations into day cares. It is imperative that licensing's involvement

remains secondary to law enforcement's investigation. Upon request CCLs may team with law enforcement.

Protective Service Related: A child protection (CPS) complaint refers to a complaint alleging emotional, physical or sexual harm to a child. This means that acts or omissions of a child's parent or other person responsible for the child's welfare, i.e. registered or licensed day care provider, for the child may harm or threaten to harm the normal physical or mental health or welfare of a child (§ 41-3-102 MCA.).

Licensing Related: A licensing related complaint refers to a complaint alleging regulatory violations in a day care facility. The child care licenser should review all reports and make a determination whether a licensing investigation is warranted. Questionable cases may be staffed with the Child Care Licensing Program Manager.

Child Care Program and Policy Related: a complaint alleging a day care program is operating without a registration or license.

Child-on-Child Assault Considerations: An incident of abuse on one child by another child will be referred to CPS and local law enforcement; however, QAD does have the responsibility to investigate and determine if a lack of supervision contributed to the abuse allegation (or finding upon completion of the law enforcement investigation).

**Where to
Report?**

Complaints may be reported either to the local DPHHS child care licensing office, the child protection office or to an R&R agency. Reports involving child abuse and neglect should be directed to the Centralized Intake Hotline at 1-866-820-5437.

DPHHS Action:

CPS referral CFSD is the lead investigator in all CPS complaints. When a complaint is received and there is a question whether the complaint is child protection or licensing, **it will be first treated as a child protection complaint.** The local CCL office may contact the local CSFD CPS Intake office.

The licensing program—who does not have authority to conduct CA/N investigations--will investigate the referral as it pertains to the licensing regulations. The CCL may conduct a separate investigation or it may elect to conduct a joint investigation with the CPS social worker. The child care licenser shall confer with the CFSD worker to ascertain their initial findings and if necessary use those findings to support the licensing investigative conclusions.

If CFSD/QAD elects not to conduct a joint investigation, CCL will conduct a licensing investigation after the CFSD initial investigation.

Licensing If the complaint is determined to be licensing related (and no CPS issues are identified), the CCL worker will assess that information and determine what licensing rules have potentially been violated. An investigation will be initiated

Complaint

Intake When a complaint is received by the department, staff will obtain from the caller, information about the incident and the name and phone number of both the complainant and the provider about whom they are making the complaint.

Procedure

When the CCL worker is documenting the complaint, the worker needs to follow the outline Specific of the Complaint as specified on page 10 of this policy section. The written documentation must be clear and concise and must be written in an objective, professional manner. This information is then entered into the CCUBS system as indicated in the CCUBS USER Manual, Section IV B-C.

R&R Action:

CPS concerns If the R&R receives information pertaining to the licensure of a day care facility, the R&R should encourage the caller to contact the local licenser. If the caller is unwilling to do so, then the R&R must follow the procedures identified on page 10 of this policy section.

If the R&R agency receives a complaint that is determined to be of a child protective nature, the R&R staff will immediately refer the caller to the Centralized Intake Unit (1-866-820-5437). They will not 'intake' the information

If the caller is a professional person legally mandated to report suspected child abuse or neglect, (i.e., doctor, teacher, child care staff person) the R&R agency staff will inform the caller that by law the referral must be made to the Centralized Intake Unit and will give the number.

Licensing

Issues When a licensing complaint call is made to the R&R agency office, the R&R staff person shall refer the caller to the appropriate licensing office. However, the R&R can also document the issues raised by using the department's Complaint Form, which is found at www.dphhs.mt.gov/earlychildhood. The information should then be forward on to the local licensing office. Complaint referrals can be made to the licensing office by phone with a follow up in writing within 72 hours.

**On-Line
Complaint**

Complaints regarding child care facilities can now be made on line in addition to the procedures described above. Persons desiring to use this method may do so at <http://www.dphhs.mt.gov/qad/complaintprocedure/index.shtml>.

**Requests for
Information:**

Any person wishing to know the status of a day care facility's license or registration certificate may call the local DPHHS-QAD office or District Child Care Resource and Referral Agency.

If negative licensing action has been taken against a day care facility, the public can be informed:

- That a license has been reduced to a provisional, probationary or restricted status;
- That a license has been suspended or revoked, pending the completion of a corrective action plan;
- provider's name; and/or
- provider's phone number.

Validated licensing complaints against a registered or licensed provider may be disclosed to a person requesting information on that facility. The nature of the validated complaint, (e.g. leaving child unattended, lack of supervision) may be shared but names or specific details **may not** be disclosed.

In cases when a complaint is made but is not validated, information pertaining to the nature of the allegations will not be shared.

Parent

Notification If the registration or license is placed on probationary status as a result of investigative findings, the department shall notify all parents and guardians of all children attending the facility of the status of the license/registration, the basis for the reduced status and the time period for which the license is reduced. Notification may be conducted via personal contact, written notice, or posting notice on the day care license. The certificate is required to be posted in plain view at the facility.

Confidentiality

A complaint reporter's identity is confidential. Complaint information is not to be discussed with other persons unless authorized by department policy or Montana law i.e., licensing staff, child protection workers, etc.

The CCL may reveal to the Resource and Referral (R&R) agency that an investigation is ongoing. DPHHS-QAD will notify the R&R that a license has

been reduced to provisional, probationary, restricted or suspended status pending completion of corrective action plan, or that the license has been revoked.

When a referral regarding licensing regulations is validated and the allegations do not relate to child abuse or neglect as defined in 41-3-102 MCA, the licensing worker shall inform the R&R of the validated report.

If as a result of investigative findings, the department determines that services under the Training and Technical Assistance program offered by the R&R agency are necessary, the CCL will share with the R&R staff the non-compliances found and appropriate training will be developed. This information is to be considered confidential.

CCL shall not reveal details of any case involving child abuse or neglect which results in negative licensing actions. Requests for details of licensing actions are referred to CCL Day Care Program Manager. All names of the child(ren) and the family must be deleted from the register that is available to the public.

4.3 Unlimited Access to Children in Child Care Settings

The following is a detailed description of the procedures in effect in the State for affording parents unlimited access to their children whenever their children are in the care of a provider who receives CCDF funds. (658E(c)(2)(B), §98.31))

According to 37.95.115 (3) ARM: The licensee or registrant shall allow custodial and non-custodial parental access as well as access by legal guardians to the facility at any time during which child day care services are provided, unless there is a current court order preventing parent-child contact.

However, recently, personal safety issues have redefined this requirement. Under current licensing policy providers are allowed to lock the facility door as long as the door is equipped with a single action lock. The installation of this lock, however, cannot prohibit access by parents. It is the provider's responsibility if one of these approved devices are used, to adequately inform parents and make appropriate arrangements with the parents to be able to access their children at any time.

Parents are informed of their right to access their child when they apply for benefits. Parents read and initial several statements on a 'Family's Rights & Responsibilities' form, including, "I have a right to have access at any time while he/she's at child care."

4.4 Criteria or Definitions Applied by TANF Agency to Determine Inability to Obtain Child Care

The regulations at §98.33(b) require the Lead Agency to inform parents who receive TANF benefits about the exception to the individual penalties associated with the work requirement for any single custodial parent who has a demonstrated inability to obtain needed child care for a child under 6 years of age.

In fulfilling this requirement, the following criteria or definitions are applied by the TANF agency to determine whether the parent has a demonstrated inability to obtain needed child care:

NOTE: The TANF agency, not the Child Care Lead Agency, is responsible for establishing the following criteria or definitions. These criteria or definitions are offered in this Plan as a matter of public record. The TANF agency that established these criteria or definitions is: The Montana Department of Public Health and Human Services, Public Assistance Bureau.

- "appropriate child care":

The child care provider meets applicable state standards.

- "reasonable distance":

a) If the family is without either their own (or arranged) transportation, and there is no public transportation, then their home or work site must be no more than 1 mile from the child care provider.

b) If the family has their own (or arranged) transportation, their home or work site is within one-hour travel distance, one-way, from the child care provider.

- "unsuitability of informal child care":

Care that does not meet applicable state licensing standards, although it may be the parent's choice.

- "affordable child care arrangements":

The total parental (caretaker relative or person acting in loco parentis) co-payment and "above and beyond" obligation does not exceed 25% of gross family income.

PART 5
ACTIVITIES & SERVICES TO IMPROVE THE QUALITY AND AVAILABILITY OF
CHILD CARE

5.1 Quality Earmarks and Set-Asides

- 5.1.1 The Child Care and Development Fund provides earmarks for infant and toddler care and school-age care and resource and referral services as well as the special earmark for quality activities. The following describes the activities; identifies the entities providing the activities; describes the expected results of the activities and, if the activities have been ongoing, the actual results of the activities. **For the infant and toddler earmark, the State must note in its description of the activities, what is the maximum age of a child who may be served with such earmarked funds (not to exceed 36 months).**

Infants and toddlers:

Montana funds five primary activities through the Infant/Toddler Earmark, targeting children 0-36 months.

1. Infant Toddler Trainer Certification:

Potential Infant Toddler trainers must first complete *the Program for Infant/Toddler Caregivers (WestEd)* which serves as the basic Infant/Toddler curriculum. This program is offered on a regular basis throughout the state. Instructors certified through WestEd provide the Department a training plan that includes an on-site observation component for each student's program. Montana has approximately twelve WestEd certified trainers who offer the four-module (60-hour) Montana Infant/Toddler Caregiver Education coursework.

Certified trainers are required to receive annual advanced training in Infant Toddler curriculum. This training is offered through Western Montana College of the University of Montana and is based on the latest research in the area of infant/toddler development; as well as, adult education techniques.

Results/Expected Results: As of 09/30/2006, Montana has 10 active trainers throughout the state who offer a minimum of one 60-hour Montana Infant/Toddler Caregiver Education coursework each year. .

2. Infant Toddler Caregiver Certification:

Montana has created an Infant/Toddler Caregiver certification. A child care provider certified as an infant toddler care giver must complete one of the following training requirements:

- The Infant Toddler CDA;
- The Family Child Care CDA + 30 hours of Infant/Toddler coursework;
- The complete, four-module, Montana Infant/Toddler Caregiver Education course (minimum of 60 hours of instruction);
- A Child Care Development Specialist Apprenticeship that includes 30-hours of Infant/Toddler coursework;
- An AA Degree in Early Childhood that includes 30 hours of Infant Toddler coursework;
- A BA Degree in Early Childhood that includes 30 hours of Infant Toddler coursework.

Results/ Expected results:

- Infant Toddler caregivers will improve the quality of care they provide to infants and toddlers up to the age of 36 months.
- As of 09/30/2006, 781 caregivers have completed the Infant/Toddler certification process. Of these, 381 are currently caring for infants and toddlers in Montana licensed/registered facilities.

3. **Infant Toddler Merit Pay program** -. Early childhood professionals who work a minimum of 15 hours a week in a registered group or family child care home or a licensed child care center may apply to participate in pre-approved infant toddler training that leads to certification as a Montana Certified Infant/Toddler Caregiver.

Applicants must also be current members of the Montana Early Care & Education Practitioner's Registry. Qualifying individuals who are in the process of applying for child care licensure or registration may apply for Infant Toddler Merit Pay; however, award funds will not be released unless the licensure/registration process is completed. Infant Toddler Merit Pay will be awarded to approved applicants completing all four modules of the Montana Infant/Toddler Caregiver Education coursework, who then attain Montana Infant Toddler Caregiver Certification.

Results/Expected results:

- The quality of services provided to infants and toddlers is improved by encouraging child care providers and care givers to participate in additional training.
- Since the inception of this program in 2004, 122 caregivers have successfully completed this coursework. Montana plans to serve approximately 40 caregivers annually in this program.

4. **The Best Beginnings Certified Infant Toddler Stipend Program** is offered to help reduce the turnover of infant toddler certified caregivers in early childhood programs.
- Any Montana certified infant toddler caregiver who is working a minimum of 5 hours per day (M-F) providing direct care to infants and/or toddlers (0-36 months of age) in a licensed/registered facility may apply for the stipend program. Additionally, the certified infant toddler caregiver must be an active participant of the Early Care and Education Practitioner Registry at any level on the Career Path.
 - Program participants must maintain continuous employment with the same licensed or registered child care facility for the 18-month period beginning either January 1 or July 1 to receive the total stipend of \$1,600.
 - Stipends are awarded in six-month increments and paid directly to the Montana certified infant toddler caregiver. A stipend is paid following the completion of each six-month period and must be requested within 30 days of the end of each six-month period.
 - Participants must provide direct care to infants/toddlers in the same licensed/registered child care facility for the majority of time the infants or toddlers are in attendance.

Results/Expected Results:

- Continuity of care is maximized for infants and toddlers as much as possible in child care settings.
- The Best Beginnings Certified Infant Toddler Stipend Program has issued 222 contracts to caregivers across the state since the inception of the program in 2005. Thus far, 96 Montana Certified Infant Toddler caregivers have completed the program.

5. **The Best Beginnings Infant Toddler Mini Grant Program.**

These mini grants are designed to cover cost of infant/toddler training, infant/toddler developmentally appropriate equipment, supplies, and/or meeting infant/toddler regulatory requirements. Maximum awards are \$1,500 for licensed child care centers and \$1,000 for registered group and family child care homes.

Results/Expected Results:

- The quality of care available for infants and toddlers is enhanced through the improvements supported by these grants.
- The Best Beginnings Infant Toddler Mini Grant program has awarded 155 contracts to providers across the state since the inception of the program in 2005.
- Best Beginnings funds approximately 68 Infant/Toddler Mini Grants on an annual basis.

Resource and referral services:

DPHHS contracts with the Montana Child Care Resource & Referral Network to utilize earmarked funds to enhance the statewide community-based services offered by the MCCR&R Network's 12 member agencies.

The MCCR&R Network, in collaboration with the DPHHS Early Childhood Services Bureau, has targeted two priority areas of service. These are the School-Age Care Project and Network Services. In this capacity MCCR&R:

- Sponsors quarterly meetings of twelve member agency coordinators to build coordination and collaboration between CCR&R agencies, provide guidance and technical assistance;
- Builds collaboration with other statewide organizations and agencies to promote quality, availability and access to child care including DPHHS, higher education, career development and training, Early Childhood Comprehensive System, State Collaboration Office, Office of Public Instruction, other statewide early childhood professional associations, and the Office of the Governor;
- Provides training and technical assistance in NACCRRAware referral software program management, and public awareness/public will, and other professional development topics; and
- Builds public awareness of child care and school age issues, annual reporting of child care referrals, licensed child care capacity, caregiver employment, subsidy payment, school age service capacity, and other data and maintaining a website.

Results/Expected results:

- State level collaborations are strengthened between child care, health, education, and other organizations to build a diverse high quality care and education system accessible to all Montana families with children from birth through school age;
- Improvement and standardization of local child care resource and referral services is supported;
- Child care data is collected and compiled for use at the state and local level; and
- There is an increase in public awareness with regard to early childhood, child development and child care as an economic development issue.

School-age child care:

The ECSB awarded a contract for school age coordination to the Montana Child Care Resource and Referral Network in FFY 2007. This contract is renewable for up to five years. Through coordination of the Montana After-School Network, MCCR&R works to improve the availability and quality of school-age care statewide. This collaboration includes:

- Statewide service provider partners representing 21st Century Community Learning Centers, Boys & Girls Clubs, Big Brothers Big Sisters, 4-H, Boy Scouts, Girl Scouts, Junior Achievement.
- Statewide professional association partners: PTA, Teachers' Union, School Boards Association, School Administrators' Association, Small School Alliance, CCR&R agencies, and Parks and Recreation.
- State agencies: the Office of the Governor, Montana DPHHS, Prevention Resource Center, Department of Justice, and Office of Public Instruction, and the Montana State University Early Childhood Project.

MCCR&R

- Organizes after school caregiver training events, including the Annual Montana Afterschool Conference and other state level collaboration meetings;
- Creates and distributes public outreach and awareness materials including brochures, facts sheets and a DVD;
- Activities. Conducts annual supply research and publishes After school Service Capacity Supply & Demand Map and data by state and by county;
- Produces and distributes Maps, a bi-annual printed newsletter and monthly electronic newsletters, e-mail updates to the field, and an after school website that share best practices, research, trends, curriculum, and funding sources;
- Provides training and technical assistance on school age issues to twelve CCR&R agencies and statewide organizations and agencies.

Results/Expected Results:

- The School-Age Care Project coordinates licensed and legally unlicensed school-age child care services with other local and state level after school initiatives related to the four types of school-age services: child care, school-based and school-linked programs, youth development programs and mentoring programs.

- 5.1.2 The law requires that not less than 4% of the CCDF be set aside for quality activities. (658E(c)(3)(B), 658G, §§98.13(a), 98.16(h), 98.51) The Lead Agency estimates that the following amount and percentage will be used for the quality activities (not including earmarked funds) during the 1-year period: October 1, 2007 through September 30, 2008:

\$ 924,253 (4 %)

- 5.1.3 **Check** each activity the Lead Agency will undertake to improve the availability and quality of child care (include activities funded through the 4% quality set-aside as well as the special earmark for quality activities). (658D(b)(1)(D), 658E(c)(3)(B), §§98.13(a), 98.16(h))

MONTANA STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/07 – 9/30/09

Activity	Check if undertaking/will undertake	Name and type of entity providing activity	Check if this entity is a non-governmental entity?
Comprehensive consumer education	☒	Banik Communications- Private for profit	☒
Grants or loans to providers to assist in meeting State and local standards	☒	Various ECSB grants to licensed & registered child care providers	☐
Monitoring compliance with licensing and regulatory requirements	☐		☐
Professional development, including training, education, and technical assistance	☒	Various ECSB grants to a variety of governmental and non-governmental entities- child care providers, CCR&Rs, Non-TANF State/County agencies, other	☒
Improving salaries and other compensation for child care providers	☒	MSU- Early Childhood Project and ECSB; Certified Infant/Toddler Caregiver Wage Stipend- non-TANF state/county agency, university	☐
Activities in support of early language, literacy, pre-reading, and early math concepts development	☒	ECSB ELG activities and contracts for Specialized Training- such training is included in CCR&R workshop offerings throughout the state	☒

MONTANA STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/07 – 9/30/09

Activity	Check if undertaking/will undertake	Name and type of entity providing activity	Check if this entity is a non-governmental entity?
Activities to promote inclusive child care	☒	U of M Child Care Plus+ The Center on Inclusion in early Childhood- non-TANF State/County agency, university.	☐
Healthy Child Care America and other health activities including those designed to promote the social and emotional development of children	☐		☐
Activities that increase parental choice	☒	CCR&R agencies	☒
Other activities that improve the quality of child care (describe below).	☒	CCR&R agencies	☒
Other activities that improve the availability of child care (describe below).	☒	CCR&R agencies	☒
(§98.51(a)(1) and (2))			

- 5.1.4 For each activity checked, **describe** the expected results of the activity. If you have conducted an evaluation of this activity, **describe the results**. If you have not conducted an evaluation, **describe** how you will evaluate the activities.

Comprehensive consumer education

Banik Creative Group (Other – Private For-Profit)

Montana contracts with Banik Creative Group, located in Great Falls, MT, to coordinate, develop and manage the early childhood consumer education campaign that focuses on the importance and benefits of choosing quality child care. This campaign targets families, employers and communities at large throughout Montana. The current campaign will focus on School Readiness using the Ready Child Equation. Media will include television, radio and printed brochures distributed broadly across the state to parents, providers and early childhood professionals.

Banik Creative Group designed the Early Childhood Services Bureau's website to provide information and links for families and early care and education practitioners. From the website one may access current information, forms, available training and other information related to quality early care and education. www.childcare.mt.gov

Montana will continue to utilize the following methods of providing comprehensive consumer education to families and child care providers:

- Parent counseling is provided by Child Care Resource and Referral agencies.
- Information distributed through Montana Child Care Resource and Referral Agencies, local Offices of Public Assistance, WoRC program offices, and Child and Family Services offices subsidized child care.
- Licensed or registered child care providers lists are maintained on the Department of Public Health and Human Services web site and linked to www.childcare.mt.gov
- Brochures, booklets, and other written material (including the family companion to the Early Learning Guidelines) related to high quality of care are available and distributed throughout the State of Montana.
- Distribution of child care regulatory information through the child care licensing offices, Child Care Resource and Referral offices and on the Internet at <http://www.dphhs.mt.gov/programsservices/index.shtml>
- Complaint policies and procedures are included in the child care provider handbook. This information is covered in all new provider orientation.
- Mass media such as television, radio, Internet sites, and billboards in collaboration with National child care awareness campaigns.
- Public meetings and conferencing via METNET, Montana's interactive telecommunication system.

Results: This effort results in increased public awareness regarding:

- The importance of the early years, and
- The importance of parental recognition and use of high quality child care.
- The Ready Child Equation and what families, communities, services, and schools need to do to assist children in being ready for school

Evaluation: The Consumer Education efforts are evaluated by tracking the number of radio and television spots; the number of hits on the website; the

qualitative reports from consumers regarding the campaign; the number of private and public practitioners, schools, PTAs, etc requesting brochures to distribute to their clientele.

Grants or loans to providers to assist in meeting State and local standards

Child Care Providers

Child Care Provider Grants - Best Beginnings offers annual grants to licensed and registered child care providers to enhance or develop quality child care programs while expanding and improving access to quality child care for low income families. These grants may be renewed on an annual basis for a period of up to three years based on performance. To be eligible to participate child care providers must be participating in the Montana Early Care and Education Practitioner Registry and have achieved a Level III or higher on the Career Path.

The maximum grant award for:

- a licensed center is \$15,000;
- a registered group child care home is \$10,000, and
- a registered family child care home is \$5,000.

Grants are awarded to providers who demonstrate a strong link to professionalism in the field of early childhood; a commitment to providing high quality care in safe and healthy environments; and a commitment to the development and retention of highly skilled and knowledgeable staff.

Results:

- There is an increase in the number of accredited facilities.
- There is increased access for low income children to high quality facilities.
- Best Beginnings funds approximately six to eight Provider Grants on an annual basis.
- There were 22 active contracts in FFY 2007. Since the program inception in 2003, 110 contracts have been issued.

Evaluation: The Provider Grants are evaluated by:

- Quarterly reports submitted;
- Annual on-site monitoring visit by the program specialist;
- National accreditation achievement.

Child Care Provider Mini Grants - Best Beginnings offers Child Care Mini Grants that are quick and easy for child care providers to apply for at any time during the year and are awarded on a quarterly basis. Licensed or registered child care

providers must be participating in the Montana Early Care and Education Practitioners Registry and can be at any level on the Career Path. These funds may be used to replace or acquire equipment, purchase developmentally appropriate toys and/or supplies, meet regulatory requirements, and to hire substitute care to enable provider and/or staff to attend trainings, conferences and/or workshops. Maximum awards are \$1,500 for licensed child care centers and \$1,000 for registered group and family child care homes.

Results:

- Improvement in the quality of services offered by a large number of providers in basic Knowledge Base areas, particularly Environmental Design, Health Safety and Nutrition, and Curriculum.
- Increased participation in the professional development system.
- Best Beginnings has awarded over 490 contracts to providers across the state since its inception in 2003.
- Best Beginnings funds approximately 95 Mini Grants on an annual basis

Evaluation: The mini grants are evaluated by:

- o Submission of invoice for reimbursement;
- o Track mini grants by CCR&R region through computer system

Monitoring compliance with licensing and regulatory requirements

Montana does not use quality dollars for this function.

Professional development, including training, education, and technical assistance

Merit Pay 1 –
Child Care Providers

The Montana Child Care Development Fund (CCDF), Merit Pay 1 program was developed with the goal of improving the quality of services provided to young children, by supporting early childhood professionals participating in early childhood/child development training and education.

Early childhood professionals must be working a minimum of 15 hours a week in:

- A registered group or family child care home,
- A licensed child care center,

Applicants must also be current members of the Montana Early Care & Education Practitioner's Registry.

Qualifying individuals who are in the process of applying for child care licensure or registration may apply for Merit Pay 1; however, award funds will not be released unless the licensure/registration process is completed. (The establishment of a PV number in CCUBS provides the necessary verification.)

Merit Pay 1 will be awarded to approved applicants participating in one of two tracks:

- A 23-hour Track. (Participants completing and verifying 23 hours of pre-approved early childhood training will receive an award of \$250.00)
- A 50-hour Track. (Participants completing and verifying 50 hours of pre-approved early childhood training will receive an award of \$500.00)

Individuals may only apply for one Merit Pay program; multiple applications will be automatically denied. Additionally, applicants must indicate which Merit Pay 1 track (23-hour or 50-hour) they wish to participate in.

The Merit Pay 1 application and Plan of Study are submitted to DPHHS/ECSB for approval. Applicants are selected for participation in the Merit Pay 1 program, based upon the content and quality of their application, their priority ranking and availability of funds.

If a participant does not successfully complete the approved Plan of Study required for the Merit Pay 1, she/he will not receive the Merit Pay 1 award.

All training and education must address one or more components of the Montana Early Care and Education Knowledge Base. The Montana Early Care and Education Knowledge Base describes the early childhood competencies an early childhood professional must possess in order to offer high quality early care and education. Training and education may include:

1. Child Development Associate (CDA) training,
2. Workshop sessions or other non-credit bearing, early childhood training approved through the Montana Early Care & Education Career Development Training Approval System,
3. Child and Adult Care Food Program training in excess of the four hours required for participation in that program, as long as the training has been approved through the Montana Early Care & Education Career Development Training Approval System.

The eight hours of training required as a condition of licensure or registration, or to qualify to be an aid or a teacher, in a center is allowed. The hours associated with CPR/First Aid do not count toward the eight hours of mandatory licensing training and will not be counted for Merit Pay 1

Merit Pay 1 priority will be given to participants who are:

- Early childhood professionals who have not previously received the award and are participating in training that leads to completion of a credential such

as a Child Development Associate, (CDA), or accreditation through the National Association of Family Child Care (NAFCCA) or the National Association for the Education of Young Children (NAEYC).

- Early childhood professionals who have not previously received Merit Pay 1, who have not completed a credential in early childhood education or a related field, and who are participating in training in one or more of the Montana Early Care & Education Knowledge Base content areas.
- Early childhood professionals who have previously received a Merit Pay award and are participating in training that leads to completion of a credential, such as a CDA or accreditation through the National Association of Family Child Care.
- Early childhood professionals who have not completed a credential in early childhood education or a related field and who have received Merit Pay in the past, who are completing appropriate early care and education training.
- Early childhood professionals who have completed a credential in early childhood education or a related field.

Note: A credential is defined as a Child Development Associate (CDA), accreditation, Child Care Development Specialist (CCDS) Apprenticeship, an Associates of Arts (AA) degree, a Bachelor of Arts

Results:

- Early care and education practitioners will access training above and beyond that required for licensing or registration to enhance their work with children and families.
- Best Beginnings funds approximately 195 Merit Pay One awards on an annual basis.

Evaluation: Merit Pay I is evaluated by:

- o Tracking participants success rate through the state computer system (CCUBS) and Montana's Professional Development system;
- o Tracking participants by each CCR&R region.

Higher Education Merit Pay –
Child Care Providers

This program was developed with the goal of improving the quality of services provided to young children, by supporting early childhood professionals who are enrolled in an early childhood/child development college based program.

Early childhood professionals must be working a minimum of 15 hours a week in:

- A registered group or family child care home,
- A licensed child care center,
- A Montana Head Start, Early Head Start or Tribal Head Start, or
- A Montana Child Care Resource & Referral Agency.

Applicants must also be current members of the Montana Early Care & Education Practitioner's Registry. Qualifying individuals who are in the process of applying for child care licensure or registration may apply for Higher Ed. Merit Pay; however, award funds will not be released unless the licensure/registration process is completed.

Higher Education Merit Pay will be awarded to approved applicants participating in at least six college credits per semester. Individuals may receive this award in each of two semesters per year for an award of \$750.00 per semester and a maximum award of \$1,500.00.

To receive a Higher Education Merit Pay award, applicants must be participating in a college program that leads to a credential or degree in Early Childhood/Child Development. They may also be participating in a college program that emphasizes Early Childhood and leads to a Level IV or higher on the Montana Early Care & Education Practitioner's Registry. Applicants are selected for participation in the Higher Ed. Merit Pay program, based upon the content and quality of their application, their priority ranking and availability of funds.

Results:

- Early care and education practitioners will access training and credit bearing coursework relevant to their work with children and families.
- Best Beginnings funds approximately 75 Higher Ed. Merit Pay awards on an annual basis.

Evaluation: Higher Education Merit Pay is evaluated by:

- o Tracking participants success rate through the state computer system (CCUBS) and Montana's Professional Development system;
- o Tracking participants by each CCR&R region.

Specialized Training Grants

Child Care Resource and Referral, Non-TANF State/County agencies (University system, Local Health Departments, etc.), Other.

The ECSB contracts with organizations or individuals wishing to provide Specialized Training in Early Childhood Development for Early Care and Education Practitioners.

Specialized Training in Early Childhood Development, and related fields, is defined as education/training (including business training related to operation of a child care business) that:

1. leads to certification or degree;
2. advances a participant along the career path; or
3. is innovative and not currently available in a community; or

4. focuses on a special population of early care and education practitioners, or special areas of interest to such practitioners.

Examples of the types of projects funded through this grant include but are not limited to the following:

- Special child care issues and challenges in rural areas;
- Child care business practices;
- Addressing the unique needs of providers doing odd hour or part time care;
- Early childhood curriculum/curricula development;
- Building strong parent, family and community partnerships
- Inclusive practices;
- Out-of-school time (after school) programs or practices;
- Addressing health, safety, mental health and/or social emotional development topics.

Results:

- Innovative training opportunities will be identified and funded statewide; training that shows positive outcomes may be replicated in additional communities.
- Early care and education practitioners will have increased access to high quality training relating to the children and families they serve.
- High quality training for early care and education practitioners will lead to higher quality care for children and increase longevity of skilled workers in the field of early care and education.
- Best Beginnings funds approximately 5 Specialized Training grants on an annual basis.

Evaluation: The Specialized Training Grants are evaluated by:

- o Quarterly reports submitted;
- o Annual on-site monitoring visit by the program specialist.

Mentoring Program Grants –

Child Care Resource and Referral, Other.

Best Beginnings offers Mentoring Program Grants with a one year contract that is renewable for a second and third year. The intent of the Mentor Programs is to match experienced caregivers “mentors” with novice caregivers “protégés” to provide experience and practical support to those new or inexperienced in the early childhood field. A *Protégé Guided Journal* is currently being developed that will be piloted over the next year. The journal will assist mentors in working with their protégé’s using existing Montana systems including the Montana Early Care and Education Knowledge Base, the Montana Early Learning Guidelines, the Montana Early Childhood Apprenticeship Program trade schedule, and infant and toddler care modules. The Protégé Journal will be introduced at the Annual Mentor Program Intensive.

Results:

- Novice early care and education practitioners will have increased opportunity to work with experienced professionals.
- Mentors become early care and education leaders in their communities.
- Mentoring leads to increased stability in employee/caregiver turnover rates.
- The guided Protégé Journal will allow for additional outcome measurements related to professional development.
- Networking opportunities will assist in developing a common framework for mentoring with opportunities to share best practices.
- Best Beginnings funds 5 Mentoring Program grants on an annual basis. These programs match approximately 50 Protégé's with experienced mentors on an annual basis.

Evaluation: The Mentoring Program Grants are evaluated by:

- o Quarterly reports submitted;
- o Annual on-site monitoring visit by the program specialist.
- o Participation in the annual Mentor Intensive meeting.
- o Over the next two years, individual protégés will be evaluated through documentation in a guided protégé journal, this is being piloted the first year.

Grants for Higher Education Coursework in the Area of Early Childhood -
Non-TANF State/County agency (Montana University System, and Community College)

Best Beginnings funding provides Higher Education in the area of Early Childhood in regions where this type of training is currently unavailable or in communities that are under served. Appropriate coursework is that which leads either to a Child Development Associate (CDA) certificate or to an associate's degree in early childhood or a Child Care Development Specialist Apprentice Certificate. One-year contracts are awarded which are renewable on an annual basis up to a total of four years. RFP's will be available for the 2008 FFY.

Results

- Underserved rural communities will have access to higher education that will lead to a degree or certification in early care and education.
- Non-traditional students unable to access traditional college classes will have access to credit bearing coursework in early care and education

Evaluation: The Grants for Higher Education Coursework in the Area of Early Childhood are evaluated by:

- o Quarterly reports submitted;
- o Annual on-site monitoring visit by the program specialist.

Child Care Provider Scholarships –

Child Care Providers (Administered through the Early Childhood Project at Montana State University)

The Montana Early Care and Education Scholarship Program offers three scholarships that are funded by Best Beginnings Quality Improvement monies. Applicants must be active on The Practitioner Registry to be eligible to receive one of these scholarships.

1. *Child Development Associate (CDA) Assessment Scholarship* - This scholarship pays for the CDA assessment fee of \$325.00 (and the renewal assessment fee of \$50). It is awarded when the candidate applies to the Council for Early Childhood Professional Recognition in Washington, D.C. This is the last step after completing all requirements for CDA assessment. A CDA often requires up to two years of preparation time.
2. *National Association for Family Child Care (NAFCC) Accreditation* The NAFCC accreditation process is designed for family and group home child care programs. It involves a comprehensive self-study, parent surveys, and an observer visit. The fee is \$495 if a provider is a member of the NAFCC.

Full scholarships are available for the accreditation fee (and the renewal accreditation fee) which are awarded when your accreditation materials are sent back to the NAFCC. Currently, 39 programs have received NAFCC accreditation in Montana.

3. *National Association for the Education of Young Children (NAEYC) Accreditation* - The NAEYC accreditation process is designed for childcare centers, preschools, school-age programs, and kindergartens. Nationally, over 6,000 programs are accredited, 28 of which are in Montana.

Results:

- Improved access to professional training,
- Increased numbers of practitioners achieving CDA credentials,
- Improved quality of early care and education,
- Improved completion rates for students enrolled in these programs, and
- Creation of a more highly qualified workforce.

Evaluation: The Child Care Provider Scholarships are evaluated by:

- o Quarterly reports submitted;
- o Annual on-site monitoring visit by the program specialist.

Improving salaries and other compensation for child care providers

A Non-TANF State/County agency.

A well-trained and stable early childhood workforce is a key ingredient in the recipe for provision of high quality early care and education. All of the quality initiatives that Best Beginnings offers are helping to improve salaries and other compensations that are building the supply and quality of child care in our communities.

Specific programs that address salary and other compensation include:

The Certified Infant Toddler Care Giver Stipend program – Described in Section 5.1.1

The Practitioner Registry/Career Path is voluntary, but continues to grow in numbers of active participants and all Best Beginnings programs, with the exception of child care payment scholarships to families, require active participation on the registry. The Early Childhood Project's (ECP) database is under major revision in alignment with national Best Practices for core data elements, policies and procedures for all state registries that verify and track professional development of the early childhood workforce. The ECP partners with other statewide entities and national initiatives to review, improve, and enhance cross-sector professional development in Montana.

Child Care Development Specialist Apprenticeship Program – A Child Care Development Specialist is recognized by USDOL as an apprenticeable occupation. The CCDS apprenticeship program is an organized formal system of on-the-job training under supervision of a qualified mentor at a designated early care facility, supplemented by related technical instruction in which the apprentice “learns by doing” and “earns while he or she learns”. The program includes a wage progression element so as training and experience goals are met, the participant receives a negotiated raise from their employer. Completion of this program results in certification as a Child Care Development Specialist (CCDS). Completion of this certificate affords the CCD Specialist to be recognized at Level 4 on the Montana Early Care and Education Career Path.

Results:

- Utilization of a user friendly training option whereby an experienced caregiver/mentor provides guidance and support to a novice caregiver/protégé/apprentice in a supervised on-the-job training experience.
- Increased availability of high quality training opportunities in early care and education on a statewide basis through the utilization of a respected training method especially embraced in rural Montana.
- Increased wages for participants enrolled in this program through a negotiated wage progression.
- Increased access for college level coursework in early childhood
- Improvement of the quality of the early childhood workforce.

- Best Beginnings expects to enroll and train approximately 30 CCDS apprentices on an annual basis.
- 226 that have participated/completed since the inception of this program in 2001.

Evaluation: The Improving salaries and other compensation for child care providers are evaluated by:

- o The *Infant Toddler Stipend program* is tracked through the Montana Child Care Computer system (CCUBS) and evaluated annually by the Montana Early Childhood Advisory Council's Quality committee;
- o The *Child Care Development Specialist Apprenticeship Program* is evaluated by the program specialist through annual on-site visits to the apprentice and his/her mentor. The program is evaluated by the joint efforts of the Montana Department of Labor and Industry and the Early Childhood Services Bureau through annual data reports which include transcripts of participant's college coursework.

Activities in support of early language, literacy, pre-reading, and early math concepts development

A Non-TANF State/County agency.

Early language, literacy, pre-reading and early math concepts development are addressed in the Montana Early Care and Education Knowledge Base, which has been revised and updated to align with Montana's Early Learning Guidelines. Montana has written its Early Learning Guidelines to include all curriculum areas, which include literacy, pre-reading, and math concepts development. *Montana Early Childhood Connections: linking standards and guidelines for best practices*; has been developed in collaboration with the Head Start State Collaboration office. This "cross-walking" tool addresses how the Montana Early Learning Guidelines align with Head Start Performance Standards, Head Start Child Outcomes, The Head Start Prism instrument, the Montana Early Care & Education Knowledge Base, and the Montana K-12 Standards.

Family Fun Activities; a companion to the Montana Early Learning Guidelines has been developed to assist families in supporting the developmental concepts in the child's home setting.

Training opportunities relating to children's curriculum areas are delivered through Montana's training system for quality early childhood education. Montana early childhood higher education options include specific curriculum course work.

Results

- Increased caregiver knowledge and competence in the Knowledge Base area of curriculum.

- Increased caregiver knowledge and competence in the Early Learning Guideline areas of: Language and Literacy and Mathematics and Numeracy.
- Increased family knowledge and competence in the areas of: Language and Literacy and Mathematics and Numeracy.

Evaluation: Activities in support of early language, literacy, pre-reading, and early math concepts development has no formal evaluation at this time. Over a period of time Montana hopes to increase the number of children who are ready to learn when entering kindergarten through the activities listed above. In the next year, we plan to gather more quantitative data regarding dissemination, distribution, and use in programs working with families.

Activities to promote inclusive child care

A Non-TANF State/County agency (University System)

Best Beginnings has contracted with Child Care Plus+, the Center on Inclusion in Early Childhood at the University of Montana for a state “*Child Care Inclusion Coordinator*.” Funding has created an on-going statewide initiative to assist families and child care providers in creating inclusive environments. This project is contracted yearly for a period of up to five-years. Presently, the statewide inclusion coordinator has 36 active cases that she is overseeing in coordination with the Child Care Resource & Referral agency involved with the individual case.

Results:

- Increased access to quality child care for children with disabilities who are participants in the Child Care Scholarship Program.
- Increased ability for child care providers to include these children in their programs.

Evaluation:

- Quarterly reports submitted;
- Annual on-site monitoring visit by the program specialist.

Healthy Child Care America and other health activities including those designed to promote the social and emotional development of children

Montana has not been able to specifically fund activities related to *Healthy Child Care Montana* since the Healthy Child Care America grant was converted to the Early Childhood Comprehensive Systems planning grant.

However, training events related to health and safety may be supported at the local level through *Specialized Training* grant funds. (See a detailed description of this program above.) The training events provided offer non-credit bearing classes for early care and education practitioners that include social emotional

development of young children. Social emotional development of young children is a key component in the infant toddler courses available statewide

Results:

- Early Care and education practitioners will have access to training that specifically addresses health and safety in early care facilities.
- Training regarding social emotional development of young children is recognized as a key component of children's development.

Evaluation: Training events for this activity would be evaluated through the programs listed above.

Activities that increase parental choice

Child Care Resource and Referral Agencies

The ECSB funds the twelve Child Care Resource and Referral agencies to provide services to families, services to providers, and services to communities. “*Services to Communities*” is the only portion of the CCR&R contracts funded with “quality” dollars from the CCDF.

Although **not funded** through quality dollars, parent consultation regarding choosing quality child care and the types of legally operating child care options, is an activity conducted by Montana's CCR&R agencies. CCR&R agencies inform parents about child care options including unlicensed kith and kin care. CCR&R agencies provide background check services for families that wish to use Montana's Child Care Scholarship program to pay for these services. CCR&R caseworkers help parents brainstorm options regarding informal care, particularly when the parents work non-standard hours or variable shifts as this is difficult to accommodate in regulated care.

Additional information regarding the Child Care Resource and Referral *Services to Families* may be found in Section 2.3.

Other activities that improve the quality of child care (describe below).

Child Care Resource and Referral Agencies

Child Care Resource and Referral Agencies –Services to Communities. CCR&R agencies are funded using quality dollars to provide community education and outreach within their regions. CCR&R representatives participate in a wide range of community task forces focused on coordinating and strengthening services to children and families. CCR&R representatives are seen as experts in early childhood development and are called upon to share information to inform community service planning, as presenters in parenting courses and college courses.

Results:

- CCR&R agencies act as a link between schools and early childhood professionals to help early childhood professionals understand the transition to school so they can better prepare children and to help teachers understand the nature of early childhood care and education.
- CCR&R agencies are active in regional school readiness task forces particularly as fulltime kindergarten is being considered by the Legislature. There are many issues regarding out-of-school time for kindergarteners that will need to be addressed if this transition occurs.
- CCR&R agencies compile and disseminate information regarding local child care supply and demand.
- CCR&R agencies provide information on the economic impact of child care in each county to inform business leaders and elected officials.

Evaluation: Child Care Resource and Referral Agencies – *Services to Communities* is evaluated through:

- Bi-annual on-site visits to each Child Care Resource and Referral agency;
- Quarterly Reports.

Other activities that improve the availability of child care (describe below).

Child Care Resource and Referral Agencies

The ECSB funds the twelve Child Care Resource and Referral agencies to provide services to families, services to providers, and services to communities. “*Services to Communities*” is the only portion of the CCR&R contracts funded with “quality” dollars from the CCDF.

Although **not funded** through quality dollars, Child Care Resource and Referral agencies provide services to providers that support the start-up, expansion and improvement of new and existing programs.

Additional information regarding the Child Care Resource and Referral *Services to Providers* may be found in Section 2.3.

5.2 Good Start, Grow Smart Planning and Development

This section of the Plan relates to the President's *Good Start, Grow Smart* initiative which is envisioned as a Federal-State partnership that creates linkages between CCDF, including funds set-aside for quality, and State public and private efforts to promote early learning. In this section, each Lead Agency is asked to assess its State's progress toward developing voluntary guidelines on language, literacy, pre-reading, and early math concepts and a plan for the education and training of child care providers. The third component of the President's *Good Start, Grow Smart* initiative, planning for coordination across at least four early childhood programs and funding streams, was addressed in Section 2.1.2.

5.2.1 Status of Voluntary Early Learning Guidelines. Indicate which of the following best describes the current status of the State's efforts to develop, implement, or revise research-based early learning guidelines (content standards) for three to five year-olds. **NOTE: Check only one box to best describe the status of your State's three-to-five-year-old guidelines.**

- ☐ **Planning.** The State is planning for the development of early learning guidelines. Expected date of plan completion: _____
- ☐ **Developing.** The State is in the process of developing early learning guidelines. Expected date of completion: _____
- ☐ **Developed.** The State has approved the early learning guidelines, but has not yet developed or initiated an implementation plan. The early learning guidelines are included as **Attachment 5.2.1**.
- ☒ **Implementing.** In addition to having developed early learning guidelines, the State has embarked on implementation efforts which may include dissemination, training or embedding guidelines in the professional development system. The guidelines are included as **Attachment 5.2.1**.
- ☐ **Revising.** The State has previously developed early learning guidelines and is now revising those guidelines. The guidelines are included as **Attachment 5.2.1**.
- ☐ **Other (describe):**

Describe the progress made by the State in developing, implementing, or revising early learning guidelines since the date of submission of the 2006-2007 State Plan.

Montana's Early Learning Guidelines are currently being distributed and disseminated throughout the State of Montana by Child Care Resource and Referral agencies, Head Start programs, public and private preschool as well as being used in public school systems kindergarten programs. Montana's Early Learning Guidelines are used as resource document for early childhood courses in higher education institutes across the state. A Trainer's Tool Kit has been developed and distributed to the Montana Child Care Resource and Referral

Agency trainers. The materials and outlines for training related to the Montana Early Learning Guidelines have been made available to others wanting to use them. A collection of ideas and “Best Practices” has been shared to help others learn from each other and connect with each other as they use the document.

A family companion to the Montana Early Learning Guidelines was published this year and is currently being distributed to families with children in Montana State licensed or registered child care facilities. This document is available on the Early Childhood Services Bureau website, www.childcare.mt.gov and is included as **attachment 5.2.3.b**. Head Start programs have access to the documents and other agencies are using them also. Distribution is being linked to training opportunities so that use with families is optimized and service providers understand how the Montana Early Learning Guidelines link early childhood training systems in our state.

If developed, are the guidelines aligned with K-12 content standards or other standards (e.g., Head Start Child Outcomes, State Performance Standards)?

☒ Yes. If yes, **name standards**.

Montana Early Childhood Connections: linking standards and guidelines for best practices; aligns Montana Early Learning Guidelines with Head Start Performance Standards, Head Start Child Outcomes, Head Start PRISM questions, Montana Early Care and Education Knowledge Base, and Montana Public Education Benchmarks. This document is available on the Early Childhood Services Bureau website, www.childcare.mt.gov and is included as **attachment 5.2.3.a**.

☐ No.

If developed, are the guidelines aligned with early childhood curricula?

☒ Yes. If yes, **describe**.

The Montana Early Guidelines align with developmentally appropriate practice as they support each developmental domain. The guidelines are designed to support practitioners as they individualize curriculum for the children in their care as they understand what children need to know, understand, and be able to do when they enter kindergarten. The Montana Early Learning Guidelines align with Developmentally Appropriate Practice. In addition the Montana Early Learning Guidelines

are utilized as part of higher education curricula in the University of Montana-Western early childhood courses, and at Dawson Community College, Flathead Valley Community College, and the Salish Kootenai College.

☐ No.

Have guidelines been developed for children in the following age groups (check if guidelines have been developed):

- ☐ Birth to three. Guidelines are included as Attachment 5.2.1
☐ Birth to five. Guidelines are included as Attachment 5.2.1
☐ Five years or older. Guidelines are included as Attachment 5.2.1

Efforts to develop early learning guidelines for children that may differ from those addressed in *Good Start, Grow Smart* (i.e., children birth to three or older than five) may be described here.

During SFY 2008, Montana will begin work on Infant and Toddler Early Learning Guidelines, for ages 0-3. It is expected this work will continue into SFY 09 and guidelines will be published in SFY 2009 as well.

If any of your guidelines are available on the web, provide the appropriate Web site address (guidelines must still be attached to Plan):

<http://www.montana.edu/ecp/MTearlylearningguidelines.doc>

5.2.2 Domains of Voluntary Early Learning Guidelines. Do the guidelines for children three-to-five-years-old address language, literacy, pre-reading, and early math concepts?

☒ Yes.

Montana Early Learning Guidelines address all domains of child development and align with Developmentally Appropriate Practice.

☐ No.

Do the guidelines for children three-to-five-years-old address domains not specifically included in *Good Start, Grow Smart*, such as social/emotional, cognitive, physical, health, creative arts, or other domains?

☒ Yes. If yes, **describe**.

In addition to the required Good Start, Grow Smart domains, the Montana Early Learning Guidelines include the domains of Creative Arts, Physical Development and Health, Science, Social/Emotional, and Social Studies.

☐ No.

5.2.3 **Implementation of Voluntary Early Learning Guidelines. Indicate** the strategies the State used or expects to use in **implementing** its early learning guidelines.

Check all that apply:

- ☒ Disseminating materials to practitioners and families
- ☒ Developing training curricula
- ☒ Partnering with other training entities to deliver training
- ☒ Aligning early learning guidelines with licensing, core competencies, and/or quality rating systems
- ☐ Other. Describe:

Indicate the stakeholders that are (or expect to be) actively supporting the implementation of early learning guidelines.	Indicate the programs that mandate or require the use of early learning guidelines.
☒ Publicly funded (or subsidized) child care	☐ Publicly funded (or subsidized) child care
☒ Head Start	☐ Head Start
☒ Education/Public pre-k	☐ Education/Public pre-k
☒ Early Intervention	☐ Early Intervention
☒ Child Care Resource and Referral	☐ Child Care Resource and Referral
☒ Higher Education	☐ Higher Education
☒ Parent Associations	☐ Parent Associations
☒ Other. Describe: Montana Early Childhood Apprenticeship Program, Maternal and Child Health Programs	☐ Other. Describe:

How are (or will) cultural, linguistic and individual variations (be) acknowledged in implementation?

All components of the Montana Early Learning Guidelines are culturally appropriate for Montana's children and their families and were designed to

represent the unique culture of our rural state. Graphics, photographs, and scenarios depict children and settings from Montana.

How are (or will) the diversity of child care settings (be) acknowledged in implementation?

The Montana Early Learning Guidelines include scenarios for each guideline in every domain that reflects a wide variety of settings that children in our state are cared for, including kith and kin care as well as public and private preschool and kindergarten.

Materials developed to support implementation of the guidelines are included as **Attachment 5.2.3**. If these are available on the web, provide the appropriate Web site address:

- Montana Early Childhood Connections: linking standards and guidelines for best practices. This document is available on the Early Childhood Services Bureau website, www.childcare.mt.gov, and is included as **attachment 5.2.3.a**
- Montana Early Learning Guidelines Family Fun Activities: for children ages 3 – 5 and their families. . This document is available on the Early Childhood Services Bureau website, www.childcare.mt.gov, and is included as **attachment 5.2.3.b**

5.2.4 Assessment of Voluntary Early Learning Guidelines. As applicable, **describe** the State's plan for:

(a) Validating the content of the early learning guidelines

The Montana Early Guidelines were written based upon current research regarding best practices in supporting children's development and learning from three to five years of age.

(b) Assessing the effectiveness and/or implementation of the guidelines

Our current assessment of effectiveness and implementation is based upon collecting information of how the guidelines are being used in a wide variety of early care and education programs with novice practitioners to seasoned professionals. We have documented the coordination of implementation efforts between higher education systems, child care resource and referral agencies, Head Start and other preschool programs and public and private kindergarten.

- (c) Assessing the progress of children using measures aligned with the guidelines Montana has not implemented diagnostic assessments to screen children. The Montana Early Learning Guidelines specifically state that they should **not** be used:
- a. as a diagnostic tool to assess a child's development;
 - b. to "push down" curriculum meant for older children to young children;
 - c. as a screening tool to determine school readiness and limit access to kindergarten;
 - d. to increase pressure on children and the adults who care for and educate them;
 - e. to justify inappropriate assessment packages;
 - f. to place increased importance on academics and move adults away from the power of play;
 - g. to suggest that preschool is more valuable than the home experience;
 - h. to evaluate early care and education programs or parenting skills;
 - i. to mandate specific curriculum or practices or serve as rules and regulations for programs to follow;
 - j. to highlight differences between the core philosophies of early childhood and elementary education.

(d) Aligning the guidelines with accountability initiatives

Professional development plans have been updated to include the new companion documents to the Montana Early Learning Guidelines. Current professional development plans align the guidelines with the Montana Early Care and Education Knowledge Base, the Montana Early Childhood Connections: linking standards and guidelines for best practices document and the Montana Early Learning Guidelines Family Fun Activities document. The guidelines are the foundation and common thread between training and education systems related to children ages 3 -5 years. These documents are available on the Early Childhood Services Bureau website, www.childcare.mt.gov, and are included as **attachment 5.2.3.a. and 5.2.3.b**

Written reports of these efforts are included as **Attachment 5.2.4**. If these are available on the web, provide the appropriate Web site address (reports must still be attached to Plan): www.childcare.mt.gov

Montana is currently collecting qualitative information that reflects the use of the Montana Early Learning Guidelines in our training and education systems however do not have a formalized report. We recognize the need for data collection and are developing a system to collect and assess data related to the use of the Montana Early Learning Guideline documents. It is our goal to have these instruments developed with initial outcomes reflected over the next year.

5.2.5 State Plans for Professional Development. Indicate which of the following best describes the current status of the State's efforts to develop a professional development plan for early childhood providers that includes all the primary sectors: child care, Head Start, and public education. **NOTE: Check ONLY ONE box to best describe the status of your State's professional development plan.**

- ☐ **Planning.** Indicate whether steps are under way to develop a plan. If so, describe the entities involved in the planning process, time frames for completion and/or implementation, the steps anticipated, and how the plan is expected to support early language, literacy, pre-reading and early math concepts.
- ☐ **Developing.** A plan is being drafted. The draft or planning documents are included as **Attachment 5.2.5.**
- ☐ **Developed.** A plan has been written but has not yet been implemented. The plan is included as **Attachment 5.2.5.**
- ☐ **Implementing.** A plan has been written and is now in the process of being implemented, or has been implemented. The plan is included as **Attachment 5.2.5.**
- ☐ **Revising.** The State previously developed a professional development plan and is now revising that plan, or has revised it since submitting the 06-07 State Plan. The revisions or the revised plan are included as **Attachment 5.2.5.**
- ☒ **Other (describe):**

Montana's Early Care and education Career Development program's database is being rebuilt to align with Best Practices established by the National Registry Alliance and the Data 4 Mapping Project over the past two years. Security, core data elements, standardized data collection and processing and verification procedures are being integrated into the system. The ECP continues to upgrade and refine career development in response to state plans and goals, the workforce, national trends and new directions. Links to SECCS and ECPPD efforts strengthen professional development systems across sectors and Montana's work in this area is dynamic and focused.

Describe the progress made by the State in planning, developing, implementing, or revising the professional development plan since the date of submission of the 2006-2007 State Plan.

Montana's Early Care and Education Career Development program has been fully implemented since the fall of 1999 after a four year planning and development phase. All components of the program have undergone changes over the years to

improve services, increase the use of data for meaningful future planning, upgrade the quality of customer service to professionals, meet needs of practitioners and agency/organization partners and strengthen linkages to other statewide initiatives.

The program undergoes biannual reviews and input from the Statewide Early Care and Education Advisory Board which oversees the work plan.

The Early Childhood Project at Montana State University-Bozeman coordinates and manages career development with a variety of strong statewide partnerships. The career development program is part of the Best Beginnings Quality Child Care Initiatives in Montana.

Major goals for the past year have been to:

- Improve and upgrade the quality and efficiency of the Training Approval System;
- Expand the knowledge, skills and professional development of trainers statewide;
- Expand participation on The Practitioner Registry/Career Path (Sept 05-October 06 reflects an 11% increase in active registry participation.)
- Coordinate program accreditation and CDA assessment scholarships;
- Market Career Development;
- Provide leadership and planning to move Montana and national early care and education career development forward;
- Coordinate data collection and analysis with partners to improve informed decision making about the direction of early care and education career development and services in Montana;
- Collaborate with partners to maximize career development services, training impacts, and workforce status in early care and education statewide, regionally, and nationally

If your State has developed a plan for professional development, does the plan include (**Check EITHER yes or no for each item**):

	Yes	No
Specific goals or desired outcomes	☒	☐
A link to Early Learning Guidelines	☒	☐
Continuum of training and education to form a career path	☒	☐
Articulation from one type of training to the next	☒	☐
Quality assurance through approval of trainers	☒	☐
Quality assurance through approval of training content	☒	☐
A system to track practitioners' training	☒	☐

Assessment or evaluation of training effectiveness	☒	☐
State Credentials – State for which roles (e.g. infant and toddler credential, directors' credential, etc.)	☒	☐
Specialized strategies to reach family, friend and neighbor caregivers	☒	☐

For each **Yes** response, **reference** the page(s) in the plan and briefly **describe**.

Specific goals or desired outcomes:

An annual work plan is submitted by the Early Childhood Project to continue the evolution and continuous improvement and upgrades of Montana's Early Care and Education Career Development program in conjunction with all key partners through biannual input from the MT Career Development Advisory Board. Regional and national trends are utilized to inform this work plan through alliances with other state registries and professional development systems.

Link to Early Learning Guidelines: All training is approved based upon Guiding Principles for Training Approval, the Knowledge Base, and MT's ELGs for training events that are offered in the Curriculum content area. The ELGs and the Knowledge Base are complementary documents that are used in tandem across training and education systems for practitioners from entry level to higher education.

Continuum of training to form a career path: The MT Career Path provides a framework for practitioners to increase their levels of professional development from Pre-Professional (high school students and beginning caregivers with minimal training or experience) through a doctorate level with an emphasis in early childhood related studies. The nine levels include reasonable steps of increased training, formal education and professionalism. It reflects both informal and formal paths to a CDA credential at Levels 3 and 4, in addition to the Child Development Specialist Apprenticeship being recognized at Level 4. The MT Career Path has been revised once since its implementation in 1999 with the launch of The Practitioner Registry to accommodate input from the field. Unrelated four year degrees with a minimum of 20 additional semester credits in early childhood education were added as another method to achieve a Level 5.

For each level on the Career Path, incentives through opportunities to apply for Best Beginnings quality programs are available.

The Knowledge Base defines for trainers, training sponsors, and practitioners what practitioners need to know, be able to do and understand to provide high quality early care and education for children and families. The nine key content areas revolve around the core content area of Personal Dispositions. Cultural and Developmental Diversity are embedded in each of the other Knowledge Base

content areas, which also align with national core competencies in the field. We have not developed specific core competencies for sub-categories of care such as school-age or infant/ toddler, but have specifically addressed the knowledge base essential across sectors of care.

Articulation from one type of training to the next: Approved informal training links to higher levels on the Career Path which leads to formal (credit bearing) education at Levels 4 and beyond. The core early childhood education curriculum in higher education is required for both the CDA credential and the CCDS apprenticeship certificate at Level 4 and includes 24 credits. This course of study is available throughout the state through the University of Montana Western outreach sites and through articulation agreements with various community and tribal colleges. Much of this work has been accomplished through the Early Childhood Higher Education Consortium. Some approved training series are also offered for credit, such as the Infant Toddler Caregiver course and may be utilized as electives in the associate and/or bachelor degree programs offered through UMW and other MT University System campuses or through articulation agreements. Additionally, both MSU-Bozeman and UMW offer the Early Childhood Permissive Special Competency (minor) to be added to an Elementary (K- 8) Teaching Certificate through OPI.

Various Merit Pay Programs offer monetary incentives to participate in approved training, intermediate level training offered in a series format, and credit bearing courses that lead to a credential or degree.

Quality assurance through approval of trainers:* The Trainer Directory is housed at the ECP and on their website and is designed to link trainers to sponsors of training statewide in Knowledge Base content areas. Trainers must apply to be listed and are then invited (and CCR & R trainers are required) to complete MT's Adult Learning Training that includes three six-hour sessions (Adult Learning I, II and III). Adult Learning III was developed and offered for the first time in the past year. It specifically addresses individualized technical assistance as a method of training. These courses are offered at least annually in various geographic locations across the state. All trainers on the directory also receive a bimonthly *Training Solutions* E-News via a list serv that examines training issues in depth.

Quality assurance through approval of training content: The Training Approval System requires application, review, and evaluation of all informal (non-credit bearing) training for practitioners and is coordinated through the career development program at the Early Childhood Project. All approved training open to the public (not approved in-service training) is then posted on the Statewide Training Calendar on the ECP website.

A system to track practitioners' training:

The Training Approval System links participants at specific events through an interface with the state child care computer system for licensing and quality

initiatives (Merit Pay, Tiered Reimbursement, Provider Grants, Infant Toddler Stipends, etc.). This allows state program monitors, child care licensors, career development staff, and practitioners to access career path levels and training records via the web. All training and education records are verified in Montana through the career development office.

Assessment or evaluation of training effectiveness: All approved training events meet quality criteria and must be relevant to one or more of the Knowledge Base content areas. An evaluation form is part of the Training Approval Packet sent to sponsors for each approved event. If the training is provided through an ECSB contractor, evaluations are required. The majority of non-credit training in MT is offered through the statewide CCR & R Network agencies which are monitored by the ECSB.

Many training series such as the Program for Infant Toddler Caregivers and the UMW Early Childhood Core have “lab” components that require students to complete practicum hours working in early childhood programs as part of their coursework or training. This promotes individualized, transformational learning where classroom instruction and theory are put into practice, coupled with on-site instructor observations and conferences.

State Credentials – State for which roles (e.g. infant and toddler credential, directors’ credential, etc.): Montana has a Certificate for Infant Toddler Caregivers (Section 5.1.1) and a certificate for the Child Development Specialist earned through the Apprenticeship Program (Section 5.1.4). The CDA credential is also recognized on the MT Career Path, as are associate’s, bachelor’s, master’s and PhD or Ed.D degrees.

Specialized strategies to reach family, friend and neighbor caregivers: Child Care Resource and Referral agencies are responsible for facilitating child care by family, friends, and neighbors if a parent requests this type of care. These caregivers are generally approved as Legally Unregistered Providers (LUP) or Legally Unregistered In-Home Providers (LUI). These caregivers are required to attend a New Provider Orientation delivered by all 12 regional CCR&R agencies. These caregivers are afforded access to all of the training events offered through the CCR & R agency, the quarterly CCR & R newsletters, and the CCR & R resource libraries.

For each **No** response, **indicate** any plans the Lead Agency has to incorporate these components.

Are the professional development opportunities described in the plan available:

MONTANA STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/07 – 9/30/09

Note: Check either yes or no for each item):

	Yes	No
Statewide	☒	☐
To Center-based Child Care Providers	☒	☐
To Group Home Providers	☒	☐
To Family Home Providers	☒	☐
To In-Home Providers	☒	☐
Other (describe):	☒	☐

The majority of approved training events in Montana are open to the public which might also include Legally Unregistered Providers, parents, and Head Start and private part-day preschool (non-licensed) program staff and public school teachers. Mechanisms for training approval for special events offered by community based agencies also exist. This allows practitioners to choose training that based upon their needs and interests, providing and training needs. This provides richer and more in-depth intermediate training opportunities for practitioners across the state.

Describe how the plan addresses early language, literacy, pre-reading, and early math concepts development.

The Montana Early Care and Education Knowledge Base (core competencies) underwent an extensive revision in 2003-04 that included a comprehensive update to the Curriculum content area. This revision occurred at the same time the Montana Early Learning Guidelines (ELGs) were being developed and therefore both documents are aligned with each other. The Knowledge Base revision was led by members of the Early Childhood Higher Education Consortium, many members of which were active participants on committees developing specific sections of the ELGs. Both documents include specific curriculum sections on Language and Literacy and Mathematics and Numeracy. Training has been conducted statewide for trainers and practitioners that outline the linkages between both and also the Family Companion Piece to the ELG developed and distributed over the past year. The MT ELG booklet and the Knowledge Base have been adopted as texts for early childhood education courses statewide. Approved training in the aforementioned content areas is linked to both through the formulation of learning objectives as part of the training approval process.

Are program or provider-level incentives offered to encourage provider training and education?

- ☒ Yes. If yes, **describe**, including any connections between the incentives and training relating to early language, literacy, pre-reading and early math concepts.

Montana has a rich variety of programs under the umbrella name of *Best Beginnings* to promote training and continuing education and provide incentives to move up the Career Path. Montana has a variety of programs to promote training and continuing education and provide incentives to students to continue their education:

- Merit Pay awards \$500 or \$250 to practitioners, who apply for, develop and complete an individualized training plan of 50 hours or 23 hours respectively of training within a year. The plan must address training within the Knowledge Base content areas that include all areas of early childhood curriculum.
- Merit Pay awards \$750 to undergraduate/post graduate students enrolled in early childhood higher education that leads to a CDA, AA or BA/BS, MA degree in Early Childhood.
- Merit Pay awards \$500 to practitioners, who apply for, and complete the 60-hour West Ed Infant Toddler training which allows them to become a Montana Certified Infant Toddler Caregiver.
- CDA Assessment Scholarships to help students pay the cost of CDA assessment.
- Best Beginnings Certified Infant Toddler Caregiver Stipend Program awards Montana Certified Infant Toddler caregivers, who are working a minimum of 5 hours per day directly with infants and toddlers, a maximum stipend amount of \$1,600 over an eighteen month time period.
- Montana has begun the preliminary planning on building incentives, such as the I/T stipend, for teachers working with 3-5 year olds. Linking such stipends to specific training completed in the ELGs and development of a comprehensive self-assessment utilizing the Knowledge Base are being discussed as possible viable strategies.

- ☐ No. If no, **describe** any plans to offer incentives to encourage provider training and education, including any connections between the incentives and training relating to early language, literacy, pre-reading and early math concepts?

As applicable, does the State assess the effectiveness of its professional development plan, including the achievement of any specified goals or desired outcomes?

- ☒ Yes. If yes, **describe** how the professional development plan's effectiveness/goal is assessed.

The Career Development Work Plan is written annually after receiving input from the Advisory Board, MECAC Quality Committee, and from the field. Biannual Advisory Board Meetings guide the direction of the career development program at the Early Childhood Project. The ECSB monitors the achievement of the goals and objectives of the annual work plan.

Additionally quarterly reports are submitted to track progress toward goals and relevant data from the database that manages all components of career development.

- ☐ No. If no, **describe** any plans to include assessments of the professional development plan's effectiveness/goal achievement.

Does the State assess the effectiveness of specific professional development initiatives or components?

- ☒ Yes. If yes, **describe** how specific professional development initiatives or components' effectiveness is assessed.

All programs and features are reviewed by the ECSB and the Career Development Advisory Board. The ECP staff use continuous informal evaluation and assessment strategies to upgrade and improve effectiveness of all operations and programs. Data reports are being more closely analyzed for trends, gaps, etc. to inform state future planning of training, education, incentive programs and other quality improvement mechanisms across the system.

The ECCS and ECPPD work will strengthen cross-sector professional development in MT.

- ☐ No. If no, **describe** any plans to include assessments of specific professional development initiatives or components' effectiveness.

As applicable, does (or will) the State use assessment to help shape or revise its professional development plan?

- ☒ Yes. If yes, **describe** how assessment informs the professional development plan.

This is a continuous vital process through a variety of groups that include the Statewide Montana Early Childhood Advisory Council, the Early Childhood Higher Education Consortium, the Career Development Advisory Board, OPI's Early Childhood Partnership for Professional Development, the Montana Center for Inclusion in Early Childhood (University of Montana) and others.

- ☐ No. If no, **describe** any plans to include assessment to inform the professional development plan.

PART 6
HEALTH AND SAFETY REQUIREMENTS FOR PROVIDERS

(Only the 50 States and the District of Columbia complete Part 6.)

The National Resource Center for Health and Safety in Child Care (NRCHSCC) of DHHS's Maternal and Child Health Bureau supports a comprehensive, current, on-line listing of the licensing and regulatory requirements for child care in the 50 States and the District of Columbia. In lieu of requiring a State Lead Agency to provide information that is already publicly available, ACF accepts this compilation as accurately reflecting the States' licensing requirements. The listing, which is maintained by the University of Colorado Health Sciences Center School of Nursing, is available on the World Wide Web at: <http://nrc.uchsc.edu/>.

6.1 Health and Safety Requirements for Center-Based Providers (658E(c)(2)(F), §§98.41, §98.16(j))

6.1.1 Are all center-based providers paid with CCDF funds subject to licensing under State law that is indicated in the NRCHSCC's compilation?

☒ Yes. Answer 6.1.2, skip 6.1.3, and go to 6.2.

☐ No. If no, **describe** which center-based providers are exempt from licensing under State law and answer 6.1.2 and 6.1.3.

6.1.2 Have center licensing requirements as they relate to staff-child ratios, group size, or staff training been modified since approval of the last State Plan?
(§98.41(a)(2)&(3))

☐ Yes. If yes, **describe** the changes.

☒ No.

6.1.3 For center-based care that is NOT licensed, and therefore not reflected in NRCHSCC's compilation, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)
- Building and physical premises safety

- Health and safety training

6.2 Health and Safety Requirements for Group Home Providers (658E(c)(2)(F), §§98.41, 98.16(j))

6.2.1 Are all group home providers paid with CCDF funds subject to licensing under State law that is indicated in the NRCHSCC's compilation? If:

- ☒ Yes. Answer 6.2.2, skip 6.2.3, and go to 6.3.
- ☐ No. If no, **describe** which group home providers are exempt from licensing under State law and answer 6.2.2 and 6.2.3.

6.2.2 Have group home licensing requirements that relate to staff-child ratios, group size, or staff training been modified since the approval of the last State Plan? (§98.41(a)(2) & (3))

- ☐ Yes. If yes, **describe** the changes.
- ☒ No.

6.2.3 For group home care that is NOT licensed, and therefore not reflected in NRCHSCC's compilation, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)
- Building and physical premises safety
- Health and safety training

6.3 Health and Safety Requirements for Family Providers (658E(c)(2)(F), §§98.41, 98.16(j))

6.3.1 Are all family child care providers paid with CCDF funds subject to licensing under State law that is indicated in the NRCHSCC's compilation? If:

- ☒ Yes. Answer 6.3.2, skip 6.3.3, and go to 6.4.
- ☐ No. If no, **describe** which family child care providers are exempt from licensing under State law and answer 6.3.2 and 6.3.3.

Family Child Care providers under State law are subject to registration and licensing requirements and as such are included in the compilation of state regulations as specified in the NRCHSCC.

Montana is electing to answer section 6.3.3 to address the category of care known as Legally Unregistered Providers (LUP), which are not registered/licensed and are not included in NRCHSCC's compilation.

Legally Unregistered Providers— are defined as those who provide care to one or two children from separate families or the children of one family. These providers are LEGAL according to state law and as such qualify for CCDF funds, but they are not licensed or registered. Legally Unregistered Providers (LUP) care for children *in the home of the provider*.

6.3.2 Have family child care provider requirements that relate to staff-child ratios, group size, or staff training been modified since the approval of the last State Plan? (§98.41(a)(2) & (3))

- ☒ Yes. If yes, **describe** the changes.

Child care center directors are now required to complete 15 hours of training per year in order to maintain their center license.

- ☐ No.

6.3.3 For family care that is NOT licensed, and therefore not reflected in NRCHSCC's compilation, the following health and safety requirements apply to child care services provided under the CCDF for:

For clarification purposes the following health and safety requirements apply to *legally unregistered providers (LUP) and legally unregistered in-home providers (LUI)*. The only difference between LUP and LUI is the place where care

is occurring. LUPs provide care in the home of the provider and LUIs provide care in the home of the child. The regulations surrounding these categories of care are not reflected in the NRCHSCC's compilation of state licensing/registration requirements.

Providers known as legally unregistered providers (LUP) are not subject to the same level of health and safety requirements as registered or licensed providers. They must however, meet the following requirements:

1. Be 18 years of age;
2. Be mentally and physically capable of providing child care that meets safety, health and other basic child care requirements;
3. Not have a substantiated report involving harm, or physical or sexual abuse to children or adults;
4. Not be convicted or adjudicated of a crime involving harm to children, or physical or sexual violence against any person;
5. Not be included in the parent's cash assistance payment;
6. Is not currently diagnosed or receiving therapy or medication for a mental illness or emotional disturbance which might create a risk to children in care;
7. Is not chemically dependent upon drugs or alcohol;
8. Agree to attend an orientation session within 60 days of approval to participate in the program. This orientation training session at a minimum by law and administrative rule, will consist of at least the following topics:
 - Health protection;
 - Child safety;
 - Child development and well being;
 - Intake record keeping;
 - Staffing requirements;
 - Universal precautions;
 - Insurance requirements.
9. Provide care to the children of one family or, if the children are from different families, may care for two or fewer children; and
10. Not be a parent or person acting in loco parentis.

Legally unregistered providers must attend an orientation session within 60 days of approval to participate in the program. This orientation session is designed to give all providers--including registered and licensed providers-- information about health and safety standards (including information on immunizations, building safety, and equipment safety), state payment information, business planning, child care nutrition, and information on creating a positive, developmentally appropriate environment. Therefore, LUP/LUI providers are made aware of the requirements through the orientation process.

- The prevention and control of infectious disease (including age-appropriate immunizations)

Legally unregistered child care providers (LUPs) and receive training in the prevention and control of infectious diseases and immunization recommendations in the health segment of the required orientation class. A self-assessment checklist is included on the LUP/LUI application, which is signed and received by the provider and the parent.

- Building and physical premises safety

Legally unregistered child care providers (LUPs) receive training on building and physical safety in the safety segment of the required orientation class. A self-assessment checklist is included on the LUP/LUI application, which is signed and received by the provider and the parent.

- Health and safety training

Legally unregistered child care providers (LUPs) receive training in health and safety in the health and safety segments of the required orientation class. A self-assessment checklist is included on the LUP/LUI application, which is signed and received by the provider and the parent.

The LUP/LUI application and self-assessment is included as **Attachment6.3.3**.

6.4 Health and Safety Requirements for In-Home Providers (658E(c)(2)(F), §§98.41, 98.16(j))

- 6.4.1 Are all in-home child care providers paid with CCDF funds subject to licensing under the State law reflected in the NRCHSCC's compilation referenced above?

☐ Yes. Answer 6.4.2, skip 6.4.3, and go to 6.5.

☒ No. If no, **describe** which in-home child care providers are exempt from licensing under State law and answer 6.4.2 and 6.4.3.

Legally Unregistered In-Home (LUI) Providers—these providers are defined as those who provide care to one or two children from separate families or the child of one family. These providers are LEGAL according to state law and as such qualify for CCDF funds, but they are not licensed or registered. LUI providers *provide care in the child's home*.

- 6.4.2 Have in-home health and safety requirements that relate to staff-child ratios, group size, or training been modified since the approval of the last State Plan? (§98.41(a)(2) & (3))

☐ Yes. If yes, **describe** the changes.

☒ No.

- 6.4.3 For in-home care that is NOT licensed, and therefore not reflected in NRCHSCC's compilation, the following health and safety requirements apply to child care services provided under the CCDF for:

For clarification purposes the following health and safety requirements apply to legally unregistered providers (LUP) and legally unregistered in-home providers (LUI). The only difference between and LUP and an LUI is the place where care is occurring. LUPs provide care in the home of the provider and LUIs provide care in the home of the child. The regulations surrounding these categories of care are not reflected in the NRCHSCC's compilation of state licensing/registration requirements.

Providers known as “legally unregistered in-home providers” (LUIs) are not subject to the same level of health and safety requirements as registered or licensed providers. They must however, meet the following requirements:

1. Be 18 years of age;
2. Be mentally and physically capable of providing child care that meets safety, health and other basic child care requirements;
3. Not have a substantiated report involving harm, or physical or sexual abuse to children or adults;
4. Not be convicted or adjudicated of a crime involving harm to children, or physical or sexual violence against any person;
5. Not be included in the parent’s cash assistance payment;
6. Is not currently diagnosed or receiving therapy or medication for a mental illness or emotional disturbance which might create a risk to children in care;
7. Is not chemically dependent upon drugs or alcohol;
8. Agree to attend an orientation session within 60 days of approval to participate in the program. This orientation training session at a minimum by law and administrative rule, will consist of at least the following topics:
 - Health protection;
 - Child safety;
 - Child development and well being;
 - Intake record keeping;
 - Staffing requirements;
 - Universal precautions;
 - Insurance requirements.
9. Provide care to the children of one family or, if the children are from different families, may care for two or fewer children; and
10. Not be a parent or person acting in loco parentis.

Legally unregistered in-home providers (LUI) must attend an orientation session within 60 days of approval to participate in the program. This orientation session is designed to give all providers--including registered and licensed providers--information about health and safety standards (including information on immunizations, building safety, and equipment safety), state payment information, business planning, child care nutrition, and information on creating a positive, developmentally appropriate environment. Therefore, LUP/LUI providers are made aware of the requirements through the orientation process

- The prevention and control of infectious disease (including age-appropriate immunizations)

Legally unregistered in-home child care providers (LUIs) receive training in the prevention and control of infectious diseases and immunization recommendations in the health segment of the required orientation class. A self-assessment checklist is included on the LUP/LUI application, which is signed and received by the provider and the parent.

- Building and physical premises safety

Legally unregistered in-home providers (LUIs) receive training on building and physical safety in the safety segment of the required orientation class. A self-assessment checklist is included on the LUP/LUI application, which is signed and received by the provider and the parent

- Health and safety training

Legally unregistered in-home providers (LUIs) receive training in health and safety in the health and safety segments of the required orientation class. A self-assessment checklist is included on the LUP/LUI application, which is signed and received by the provider and the parent

The LUP/LUI application and self-assessment is included as **attachment 6.3.3**.

6.5 Exemptions to Health and Safety Requirements

At Lead Agency option, the following relatives: grandparents, great grandparents, aunts, uncles, or siblings (who live in a separate residence from the child in care) may be exempted from health and safety requirements. (658P(4)(B), §98.41(a)(1)(ii)(A))
Indicate the Lead Agency's policy regarding these relative providers:

- ☒ **All** relative providers are subject to the same requirements as described in sections 6.1 - 6.4 above, as appropriate; there are **no exemptions** for relatives or different requirements for them.
- ☐ **All** relative providers are **exempt** from all health and safety requirements.
- ☐ **Some or all** relative providers are subject to different health and safety requirements from those described in sections 6.1 - 6.4. The following describes those requirements and identifies the relatives they apply to:

6.6 Enforcement of Health and Safety Requirements

Each Lead Agency is required to certify that procedures are in effect to ensure that child care providers of services for which assistance is provided comply with all applicable health and safety requirements. (658E(c)(2)(E), §§98.40(a)(2), 98.41(d)) The following is a description of how health and safety requirements are effectively enforced:

- Are child care providers subject to routine unannounced visits (i.e., not specifically for the purpose of complaint investigation or issuance/renewal of a license)?
☒ Yes. If yes, **indicate** which providers are subject to routine unannounced visits and the frequency of those visits:

All providers are visited on an unannounced basis. This includes any and all types of inspections such as Renewal Inspection, Complaint Inspection, or the mandatory 20% surveys.

By state law, 20% of all family and group day care home providers are subject to an unannounced inspection. The Department calculates this figure based upon the total number of family and group providers and divides by 20%. We calculate on a licensing service area basis as well as a state-wide basis.

Day Care Centers receive at least two visits per year unless the facility has qualified for an extended license. One of the two visits is for the purposes of renewing the license, while the second visit gives the department to observe the 'program' and validate other requirements which may have been a concern during the renewal visit.

Family and Group Day Care Homes are not inspected annually, however, 20% of all family and group homes are inspected on a yearly basis. Follow up inspections may occur if the deficiencies were such that an observation of compliance was deemed necessary

☐ No.

- Are child care providers subject to background checks?

☒ Yes. If yes, **indicate** which types of providers are subject to background checks and when such checks are conducted:

Licensed and registered day care providers (Centers, FDC and GDC) are subject to a name based (State) criminal and CPS background checks on an annual basis. If upon initial issuance of the license or registration, the provider has lived out of state within the preceding 5 years, an out-of-state background check is conducted. In many instances, it is difficult to obtain the criminal background results; therefore, the department obtains the providers fingerprints and an FBI background check is done.

☐ No.

- Does the State require that child care providers report serious injuries that occur while a child is in care? (Serious injuries are defined as injuries requiring medical treatment by a doctor, nurse, dentist, or other medical professional.)

☒ Yes. If yes, **describe** the State's reporting requirements and how such injuries are tracked (if applicable):

According to 37.95.183 (5)-(6), ARM:

(5) The provider shall submit a report to the appropriate local office of the department within 24 hours after the occurrence of an accident causing injury to a child that resulted in the child being hospitalized, requiring ambulance transport or intervention, or physician treatment... A copy of the report shall be provided to the parents of the children involved and a copy retained on file at the day care facility. The department requires that any injury that results in medical treatment be reported to the department.

(6) A notation of all injuries must be made on the child's medical record including the date, time of day nature of the injury, treatment and whether the parent was notified.

☐ No.

- Other methods used to ensure that health and safety requirements are effectively enforced:

State Law mandates that the department must visit and inspect at least 20% of all registered providers. As a matter of policy, the program has decided that all newly registered facilities will receive a visit within 120 days of being registered. So, not only are we visiting 20% of facilities, we are also visiting new providers. This effort has helped those new providers understand and comply with the rules early on.

All day care centers are inspected at least two times a year—unless these facilities have obtained an extended license. One visit must pertain to the licensing process, while the second is an observation visit and can address and follow up on any concerns found during the licensing inspection. Centers are also required to have inspections from the local health department as well as the fire department.

6.7 Exemptions from Immunization Requirements

The State assures that children receiving services under the CCDF are age-appropriately immunized, and that the health and safety provisions regarding immunizations incorporate (by reference or otherwise) the latest recommendations for childhood immunizations of the State public health agency. (§98.41(a)(1))

The State exempts the following children from immunization (check all that apply):

- ☒ Children who are cared for by relatives (defined as grandparents, great grandparents, siblings (if living in a separate residence), aunts and uncles).
- ☒ Children who receive care in their own homes.
- ☐ Children whose parents object to immunization on religious grounds.
- ☒ Children whose medical condition contraindicates immunization.

PART 7
HEALTH AND SAFETY REQUIREMENTS IN THE TERRITORIES

(Only the Territories complete Part 7)

7.1 Health and Safety Requirements for Center-Based Providers in the Territories
(658E(c)(2)(F), §98.41(a), §98.16(j))

For all center-based care, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)
- Building and physical premises safety
- Health and safety training

7.2 Health and Safety Requirements for Group Home Providers in the Territories
(658E(c)(2)(F), §98.41(a), §98.16(j))

For all group home care, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)
- Building and physical premises safety
- Health and safety training

7.3 Health and Safety Requirements for Family Providers in the Territories
(658E(c)(2)(F), §98.41(a), §98.16(j))

For all family child care, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)

- Building and physical premises safety
- Health and safety training

7.4 Health and Safety Requirements for In-Home Providers in the Territories (658E(c)(2)(F), §98.41(a), §98.16(j))

For all in-home care, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)
- Building and physical premises safety
- Health and safety training

7.5 Exemptions to Territorial Health and Safety Requirements

At Lead Agency option, the following relatives may be exempted from health and safety requirements: grandparents, great grandparents, aunts, uncles, or siblings (who live in a separate residence from the child in care). (658P(4)(B), §98.41(a)(1)(ii)(A)). Indicate the Lead Agency's policy regarding these relative providers:

- ☐ **All** relative providers are subject to the same requirements as described in sections 7.1 - 7.4 above, as appropriate; there are **no exemptions** for relatives or different requirements for them.
- ☐ **All** relative providers are **exempt** from all health and safety requirements.
- ☐ **Some or all** relative providers are subject to **different** health and safety requirements from those described in sections 7.1 - 7.4 and the following describes those different requirements and the relatives they apply to:

7.6 Enforcement of Territorial Health and Safety Requirements

Each Lead Agency is required to certify that procedures are in effect to ensure that child care providers of services for which assistance is provided comply with all applicable health and safety requirements. (658E(c)(2)(E), §98.40(a)(2), 98.41(d)) The following is a description of how Territorial health and safety requirements are effectively enforced:

Are child care providers subject to routine unannounced visits (i.e., not specifically for the purpose of complaint investigation or issuance/renewal of a license)?

☐ Yes. If yes, **indicate** which providers are subject to routine unannounced visits and the frequency of those visits:

☐ No.

Are child care providers subject to background checks?

☐ Yes. If yes, **indicate** which types of providers are subject to background checks and when such checks are conducted:

☐ No.

Does the Territory require that child care providers report serious injuries that occur while a child is in care? (Serious injuries are defined as injuries requiring medical treatment by a doctor, nurse, dentist, or other medical professional.)

☐ Yes. If yes, **describe** the Territory's reporting requirements and how such injuries are tracked (if applicable):

☐ No.

Other methods used to ensure that health and safety requirements are effectively enforced:

7.7 Exemptions from Territorial Immunization Requirements

The Territory assures that children receiving services under the CCDF are age-appropriately immunized, and that the health and safety provisions regarding immunizations incorporate (by reference or otherwise) the latest recommendations for childhood immunizations of the Territorial public health agency. (§98.41(a)(1))

The Territory exempts the following children from immunization (check all that apply):

- ☐ Children who are cared for by relatives (defined as grandparents, great grandparents, siblings (if living in a separate residence), aunts and uncles).
- ☐ Children who receive care in their own homes.
- ☐ Children whose parents object to immunization on religious grounds.
- ☐ Children whose medical condition contraindicates immunization.

APPENDIX 1
PROGRAM ASSURANCES AND CERTIFICATIONS

The Lead Agency, named in Part 1 of this Plan, assures that:

- (1) upon approval, it will have in effect a program that complies with the provisions of the Plan printed herein, and is administered in accordance with the Child Care and Development Block Grant Act of 1990 as amended, Section 418 of the Social Security Act, and all other applicable Federal laws and regulations. (658D(b), 658E(a))
- (2) the parent(s) of each eligible child within the State who receives or is offered child care services for which financial assistance is provided is given the option either to enroll such child with a child care provider that has a grant or contract for the provision of the service; or to receive a child care certificate. (658E(c)(2)(A)(i))
- (3) in cases in which the parent(s) elects to enroll the child with a provider that has a grant or contract with the Lead Agency, the child will be enrolled with the eligible provider selected by the parent to the maximum extent practicable. (658E(c)(2)(A)(ii))
- (4) the child care certificate offered to parents shall be of a value commensurate with the subsidy value of child care services provided under a grant or contract. (658E(c)(2)(A)(iii))
- (5) with respect to State and local regulatory requirements, health and safety requirements, payment rates, and registration requirements, State or local rules, procedures or other requirements promulgated for the purpose of the Child Care and Development Fund will not significantly restrict parental choice among categories of care or types of providers. (658E(c)(2)(A), §98.15(p), §98.30(g), §98.40(b)(2), §98.41(b), §98.43(c), §98.45(d))
- (6) that children receiving services under the CCDF are age-appropriately immunized, and that the health and safety provisions regarding immunizations incorporate (by reference or otherwise) the latest recommendation for childhood immunizations of the State public health agency. (§98.41(a)(1))
- (7) that CCDF Discretionary funds are used to supplement, not supplant, State general revenue funds for child care assistance for low-income families. (P.L. 109-149)

The Lead Agency also certifies that:

- (1) it has procedures in place to ensure that providers of child care services for which assistance is provided under the Child Care and Development Fund afford parents unlimited access to their children and to the providers caring for their children during the normal hours of operations and whenever such children are in the care of such providers. (658E(c)(2)(B))
- (2) it maintains a record of substantiated parental complaints and makes information regarding such complaints available to the public on request. (658E(c)(2)(C))

- (3) it will collect and disseminate to parents of eligible children and the general public, consumer education information that will promote informed child care choices. (658E(c)(2)(D))
- (4) it has in effect licensing requirements applicable to child care services provided in the State. (658E(c)(2)(E))
- (5) there are in effect within the State (or other area served by the Lead Agency), under State or local law, requirements designed to protect the health and safety of children; these requirements are applicable to child care providers that provide services for which assistance is made available under the Child Care and Development Fund. (658E(c)(2)(E))
- (6) procedures are in effect to ensure that child care providers of services for which assistance is provided under the Child Care and Development Fund comply with all applicable State or local health and safety requirements. (658E(c)(2)(G))
- (7) payment rates under the Child Care and Development Fund for the provision of child care services are sufficient to ensure equal access for eligible children to comparable child care services in the State or sub-State area that are provided to children whose parents are not eligible to receive assistance under this program or under any other Federal or State child care assistance programs. (658E(c)(4)(A))

APPENDIX 2 ELIGIBILITY AND PRIORITY TERMINOLOGY

For purposes of determining eligibility and priority for CCDF-funded child care services, lead agencies must **define** the following *italicized* terms. (658P, 658E(c)(3)(B))

- *attending* (a job training or educational program; include minimum hours if applicable) --A person is considered to be attending, whether part-time or full-time, if they remain in good standing with either the job training or education program in which they are enrolled. Child care is allowed for scheduled class time and the time necessary to commute between the parent's home, the day care facility and the education or training facility.
- *in loco parentis* - An adult friend or relative with whom the child resides, whether or not custody is court ordered.
- *job training and educational program* - A job-training program is a program designed to assist eligible families to become self-sufficient by providing needed employment-related activities and supportive services. An education program is a program that is recognized by the State of Montana as an accredited education program. Job training and educational programs include but are not limited to vocational-technical schools, business colleges, junior colleges, universities, and/or special classes which may be classified as "employment related training". An educational program may also include students working to support their education (i.e. work study).
- *physical or mental incapacity* (if the Lead Agency provides such services to children age 13 and older) - Children under the age of 19, with disabilities or cognitive delay, who are not able without assistance, to properly manage or care for his/her person. Appropriate clinical authorities must document this determination.
- *protective services* - To qualify for child protective services (CPS) child care, the child must need care because of the danger of neglect or abuse. The need for protective services is determined by county social workers. CPS child care for foster care families and respite care require approval of DPHHS Family Services Regional Administrators.
- *residing with* - A child must live in the same household as the parent, or person acting in loco parentis, during the period for which child care services are requested.
- *special needs child* - A child with special needs is an individual age 0 to 18, with an Individual Education Plan or an Individual Family Service Plan, who, because of his/her disability or cognitive delay, is not able to care for him or herself without assistance.
- *very low income* - Families whose income falls below the Montana TANF Monthly Income Benefit Standards to be used with adults included in the TANF filing/assistance unit [Montana TANF Manual Sec. 001, page 4]. Beginning August 1, 2003, the following standards apply:

STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/05 – 9/30/07

Family Size	Very Low Monthly Income
1	\$ 221
2	\$ 298
3	\$ 375
4	\$ 452
5	\$ 530

- *working* (include minimum hours if applicable) - An individual is working when s/he performs any paid type of legal labor on either a full or part time basis and has documents to show income received. Self-employment is determined for the person submitting evidence based on IRS income guidelines.
 - ❑ Two parent families must work a minimum of 120 hours per month.
 - ❑ Single parent families must work a minimum of 60 hour per month.
 - ❑ Single parents, while attending school full time, must work a minimum of 40 hour per month.
 - ❑ Disabled individuals, who are determined unable to care for their children by a physician or licensed psychologist, are not subject to a minimum hourly work requirement.
- Additional terminology related to conditions of eligibility or priority established by the Lead Agency:
 - a. *TANF families* – TANF families are families who participate in an approved family investment activities in Montana’s welfare reform program.
 - b. *Foster care* – Twenty-four hour out-of-home care for children placed away from their parents or guardians and for whom Montana Department of Public Health and Human Services has placement responsibility.
 - c. *Medical emergencies* –An unexpected medical condition of a parent or child, interrupting employment for less than three months. The parent must have employment to which they will return and a physician’s statement identifying the medical need for rest.
 - d. *Respite care* -The short-term supervision or care of a foster child in an emergency or on an intermittent basis.
 - e. *Teen attending high school* –A teen parent attending high school is guaranteed child care assistance during school and work hours. Child care is not provided for after-school study time.



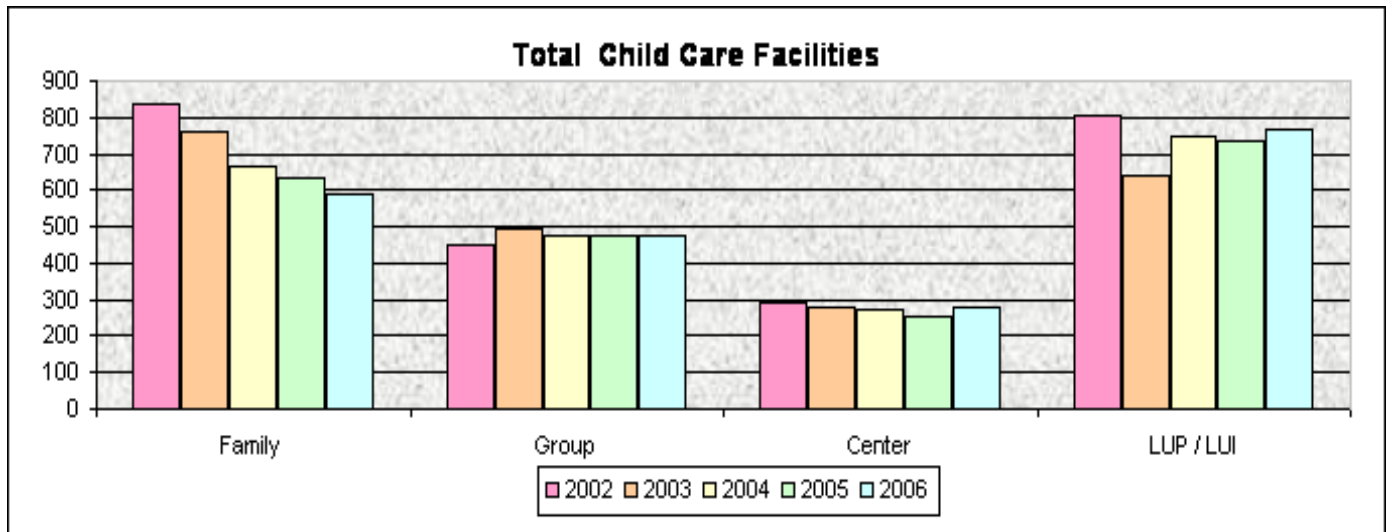
Montana Child Care Data Report

State Fiscal Year 2006

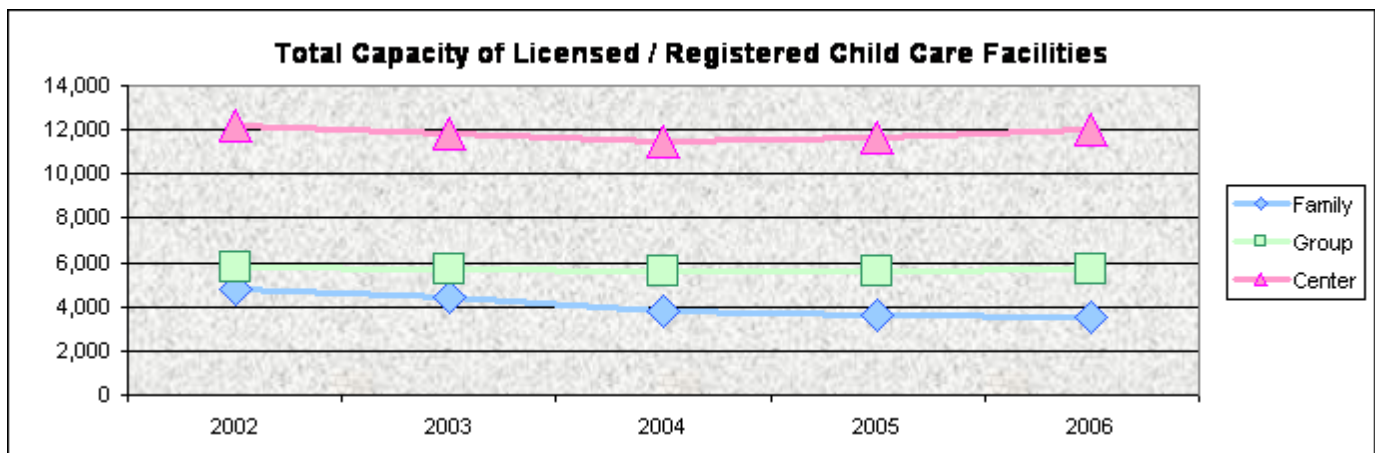
July 1, 2005 - June 30, 2006 (unless otherwise noted)

Child Care Supply (Year-end snapshot on July 1)

	SFY	2002	2003	2004	2005	2006
Total licensed / registered child care facilities		1,576	1,532	1,412	1,368	1,345
Registered family day care homes		834	761	663	634	587
Registered group day care homes		449	495	478	478	478
Licensed day care centers		293	276	271	256	280
Legally Unregistered Providers / In-Home Providers		803	639	747	737	770



	SFY	2002	2003	2004	2005	2006
Total capacity of licensed / registered child care facilities		22,172	22,470	22,755	20,831	21,227
(capacity in children)						
Capacity of registered family child care homes		4,776	4,389	3,795	3,655	3,507
Capacity of registered group child care homes		5,765	5,716	5,571	5,561	5,709
Capacity of licensed day care centers		12,220	11,803	11,497	11,615	12,011



<i>Visits to child care facilities for inspection</i>	<i>SFY</i>	<i>2002</i>	<i>2003</i>	<i>2004</i>	<i>2005</i>	<i>2006</i>
Total number of visits		962	739	1046	900	1,248
Regular/routine visits		612	438	523	277	431
Complaint visits		350	70	402	324	343
New Provider / 20% Initial		xxxx	231	121	193	325
Regular 20% Inspections		xxxx	xxxx	xxxx	106	149

Child care facilities with extended licenses / registrations

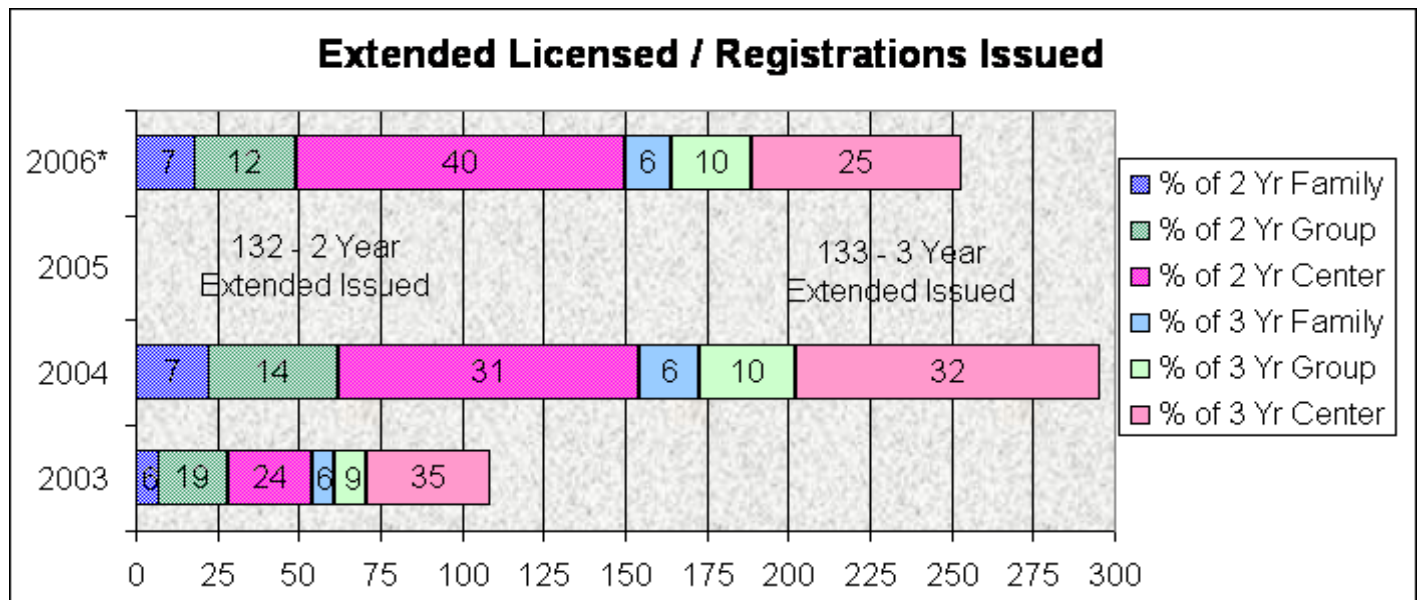
<i>Total 2 and 3 Year Extended licenses / registrations granted</i>	<i>SFY</i>	<i>2003</i>	<i>2004</i>	<i>2005</i>	<i>2006*</i>
Total child care facilities		109	296	265	253
Family day care homes		14	41	xxxx	32
Group day care homes		31	69	xxxx	56
Child care centers		64	186	xxxx	165

<i>2 Year Extended licenses / registrations granted</i>	<i>SFY</i>	<i>2003</i>	<i>2004</i>	<i>2005</i>	<i>2006*</i>
Total child care facilities		54	154	132	150
Family day care homes		7	22	xxxx	18
Group day care homes		21	40	xxxx	31
Child care centers		26	92	xxxx	101

<i>3 Year Extended licenses / registrations granted</i>	<i>SFY</i>	<i>2003</i>	<i>2004</i>	<i>2005</i>	<i>2006*</i>
Total child care facilities		55	142	133	103
Family day care homes		7	19	xxxx	14
Group day care homes		10	29	xxxx	25
Child care centers		38	94	xxxx	64

*These are the total number of extended licenses/registrations for the period denoted. They do not represent the issuance of NEW extended certificates for the FY06.

xxxx: Info not available due to various data base limitations and data collection issues.



<i>Star-Quality child care facilities</i>	<i>SFY</i>	<i>2002</i>	<i>2003</i>	<i>2004</i>	<i>2005</i>	<i>2006</i>
Total one and two star facilities		32	68	74	54	57
One-Star facilities		21	33	45	21	19
Two-Star facilities		13	35	42	33	38

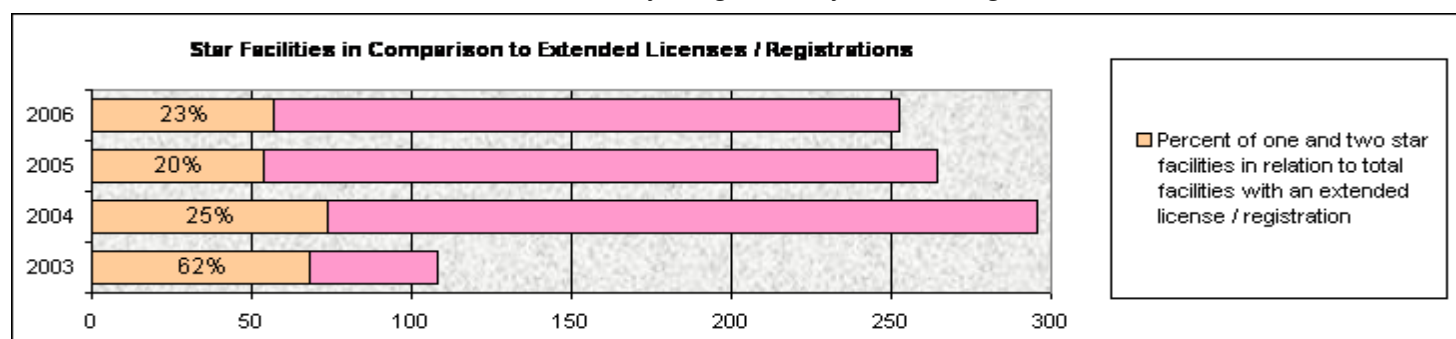
ECSB Benchmark: By the end of SFY 2007, Increase the number of star providers by 10%

Goal Statement: Increase the number of child care facilities participating in the star quality program by 10% in each successive year.

<i>Accredited child care facilities in Star-Quality program</i>	<i>SFY</i>	<i>2004</i>	<i>2005</i>	<i>2006</i>
Child care centers accredited by NAEYC		11	12	16
Home day cares accredited by NAFCC		21	22	22

<i>Accredited child care facilities statewide</i>	<i>SFY</i>	<i>2004</i>	<i>2005</i>	<i>2006</i>
Child care centers accredited by NAEYC		15	18	31
Home daycares accredited by NAFCC		32	27	29
After School Programs accredited by NAA			1	1

ECSB Benchmark: By the end of SFY 2007, increase by 10%, the number of providers accredited by nationally recognized early childhood organizations



Family Services

Best Beginnings Scholarship Program

(Child Care Payment Assistance)

<i>FFY</i>	<i>2002</i>	<i>2003</i>	<i>2004</i>	<i>2005</i>	<i>2006</i>
Families served	7,603	6,275	5,689	6,113	6,294
Children served	13,457	10,382	9,613	10,201	10,522
Dollars spent	\$20,311,557	\$17,372,333	\$14,322,439	\$17,896,247	\$18,258,435
Monthly cost per capita/child	\$256.33	\$263.29	\$242.81	\$278.92	\$282.76

ECSB Benchmark: By the end of SFY 2007 increase by 2% the proportion of children served through the Best Beginnings Scholarship program as compared to the number of children in families with income under 150% of the federal poverty level.

Montana Child Care Resource & Referral Network Services

(Data reflects federal fiscal year, 10/1 through 9/30)

<i>FFY</i>	<i>2002</i>	<i>2003</i>	<i>2004</i>	<i>2005</i>	<i>2006</i>
Children referred to child care	6,890	4,471	5,189	6,328	7,469
Best Beginnings applications distributed	8,784	7,116	9,868	10,123	8,071
Staff technical assistance consultations	62,367	77,615	82,705	96,921	80,842

Note: A waiting list for child care payment assistance was implemented in 2002 leading to subsequent reduction in child care supply and services in 2003 and 2004.

Montana Child and Adult Care Food Program (CACFP)
(Data reflects federal fiscal year, 10/1 through 9/30)

	FFY	2002	2003	2004	2005	2006
Total facilities enrolled		1,708	1,597	1,304	1,093	1,066
MT centers enrolled in CACFP		227	216	200	216	219
% of all centers enrolled in CACFP		77%	78%	74%	84%	78%
Family/group homes enrolled in CACFP				1,005	881	876
% of all family/group homes enrolled				88%	79%	82%
Dollars spent in meal reimbursements		\$8,262,062	\$7,983,360	\$7,882,368	\$7,917,157	\$8,262,695

* CACFP centers enrolled includes facilities that are not required to be licensed by state child care licensing, such as Head Start facilities.

	FFY	2002	2003	2004	2005	2006
MT CACFP visits to centers		57	53	53	47	42
MT CACFP visits to family/group homes				47	33	25
MT CACFP visits to facilities, total				101	80	67

Estimated sponsoring CACFP visits to facilities
(Based on required 3 monitoring visits per year per home)

	Total	5,124	4,791	3,912	2,565	2,628
Training events sponsored by MT CACFP				14	12	15

Child Care Resource & Referral Training
(Data reflects federal fiscal year, 10/1 through 9/30)

	FFY	2002	2003	2004	2005	2006
New provider orientation sessions		79	81	88	100	102
New provider orientation participants (reg/lic)		801	713	644	448	429
Approved courses offered		464	445	664	751	687
Hours of completed training		1,989	1,909	1,987	2,900	2,172

Professional Development

	SFY	2004	2005	2006
Number of providers at level 3 or higher		369	366	399
Number of apprentices enrolled / completing		51 / 101*	51 / 7	42 / 9
Number of infant / toddler certified caregivers newly associated to a provider		106	99	100
Total infant / toddler certified caregivers		781		
Total active infant / toddler certified caregivers		381		

Practitioner Registry Level 3 Benchmark: By the end of SFY 2007 increase, by 10%, the number of caregivers at a level 3 or Higher on the Practitioner registry

ECSB Benchmark: By the end of SFY 2007, we will increase the number of caregivers enrolled and completing by 10%.

Foot Note for Apprenticeship Benchmark: 2004 was the last year of the MECAP pilot project; moving to self-sustaining in 2005. At the time of this change, staffing went from full time to quarter time staffing dedicated to this project.

* 2004 completion data is cumulative from the beginning of the program in 2001.

	<i>FFY</i>	<i>2002</i>	<i>2003</i>	<i>2004</i>	<i>2005</i>	<i>2006</i>
Total Best Beginnings Quality Initiative contracts		557	471	468	463	578
Total dollars contracted (obligated)		\$1,282,661	\$1,105,810	\$1,065,283	\$986,965	\$1,134,949
Child Care Provider Grants		32	29	26	27	28
Child Care Provider Grant dollars		\$383,173	\$322,235	\$262,388	\$289,236	\$280,636
Mini Grant		113	94	93	96	94
Mini Grant dollars		\$128,427	\$102,733	\$101,315	\$104,980	\$102,275
Merit Pay participants		372	321	165	89*	192
Merit Pay dollars		\$135,400	\$112,600	\$49,500	\$26,700	\$81,750
* In 2005 the practitioner registry requirement was implemented.						
Higher Education Merit Pay participants		xxxx	xxxx	114	67	62
Higher Education Merit Pay dollars		xxxx	xxxx	\$85,500	\$50,250	\$84,750
Mentoring programs		6	6	5	5	5
Mentoring dollars		\$124,994	\$138,948	\$124,183	\$126,181	\$122,488
Specialized Training		18	7	6	8	8
Specialized Training dollars		\$200,323	\$98,968	\$92,518	\$139,493	\$147,500
Infant/Toddler Demonstration Project		16	14	12	xxxx	xxxx
Infant/Toddler dollars		\$310,344	\$330,326	\$331,079	xxxx	xxxx
Certified Infant Toddler Caregiver Stipend program		xxxx	xxxx	xxxx	126	64
Certified Infant Toddler Caregiver dollars		xxxx	xxxx	xxxx	\$201,600	\$102,400
Infant/Toddler Merit Pay participants		xxxx	xxxx	47	44	36
Infant/Toddler Merit Pay dollars		xxxx	xxxx	\$18,800	\$17,600	\$14,400
Infant Toddler Mentoring programs		xxxx	xxxx	xxxx	xxxx	4
Infant Toddler Mentoring dollars		xxxx	xxxx	xxxx	xxxx	\$108,000
Infant Toddler Mini Grants		xxxx	xxxx	xxxx	28	85
Infant Toddler Mini Grant dollars		xxxx	xxxx	xxxx	\$30,925	\$90,750

Footnotes: xxxx: Indicates that there were no contracts of this type in the given year.

Contract Numbers: Are the number of contracts that were awarded for the year.

Dollar Amounts: Are the amount that is obligated by the award of the contract, not the amount that has been expended.



Attachment 2.1.1
MONTANA CONTINUITY OF OPERATIONS PLANNING
(COOP)
SECTION WORKSHEET

DEPARTMENT DPHHS

DIVISION HCSD

BUREAU: Early Childhood Services Bureau SECTION: Child Care

Completed by: Patti Russ Date: 8/4/2006

Bureau Chief Review / Approval: Jamie Palagi Date: 8/4/2006

COOP EMERGENCY RESPONSE TEAM MEMBERS FOR THE SECTION

1

INFORMATION	Team Leader	Team Leader Alternate	Team Member
NAME	Jamie Palagi	Anne Carpenter	Melody Olson
OFFICE ADDRESS	111 N. Jackson	111 N. Jackson	111. N. Jackson
OFFICE PHONE	444-1828	444-3657	444-1839
E-MAIL	ipalagi@mt.gov	anncarpenter@mt.gov	molson@mt.gov
HOME ADDRESS			
HOME PHONE	443-2861	227-7661	443-2957
HOME E-MAIL	jamiopalagi@mt.net		
CELL PHONE	861-3689		



2

MONTANA CONTINUITY OF OPERATIONS PLANNING (COOP) WORKSHEET

MISSION STATEMENT: The mission of the ECSB Child Care Unit is to improve the affordability, accessibility and quality of child care available in Montana.

3	CRITICAL / ESSENTIAL FUNCTION	CR 1-5 SEE BELOW	RTO 1-6 SEE BELOW	LOCATION – Address where Critical function takes place. List multiple locations if applicable.	No. of People required to carry out the function
1	Provide Child Care Scholarship Assistance / Contract Payments.	3	2	Family Connections 600 Central Plaza, Suite 225 Great Falls, MT 59401-3157 Office: (406) 761-6010 Toll Free: (800) 696-4503 Fax: (406) 453-8976 E-mail: kimr@famcon.org Web: http://www.famcon.org	3
2				DEAP Child Care Resource & Referral 2200 Box Elder, Suite 151 Miles City, MT 59301-5930 Office: (406) 234-6034 Toll Free: (800) 224-6034 Fax: (406) 234-7018 E-mail: deapadmn@midrivers.com	1
3				DEAP Child Care Resource & Referral 218 West Bell, Suite 209 Glendive, MT 59330-1644 Office: (406) 377-4909 Toll Free: (800) 578-4909 Fax: (406) 377-6927 E-mail: deaphix@midrivers.com	1
4				Child Care Connections	2

				317 East Mendenhall, Suite C Bozeman, MT 59715-3684 Office: (406) 587-7786 Toll Free: (800) 962-0418 Fax: (406) 587-1682 E-mail: ccc@childcareconnections.info Web: http://www.childcareconnections.info	
5				HRDC District VI - Child Care Link 300 1st Ave. N, Suite 203 Lewistown, MT 59457-1700 Office: (406) 538-7488 Toll Free: (800) 766-3018 Fax: (406) 538-2843 E-mail: jmann@state.mt.us	1
6				The Nurturing Center 146 3rd Ave W Kalispell, MT 59901-4428 Office: (406) 756-1414 Toll Free: (800) 204-0644 Fax: (406) 756-1410 E-mail: info@nurturingcenter.org Web: http://www.nurturingcenter.org	3
7				District IV HRDC - Child Care Link 2229 Fifth Ave Havre, MT 59501-5217 Office: (406) 265-6743 Toll Free: (800) 640-6743 Fax: (406) 265-1312 E-mail: thomask@hrdc4.mt.us Web: http://www.hrdc4.havre.mt.us	1
8				Child Care Partnerships 901 N Benton Av	2

				Helena, MT 59601-2751 Office: (406) 443-4608 Toll Free: (888) 244-5368 Fax: (406) 443-6186 E-mail: ccp@childcarepartnerships.org Web: http://www.childcarepartnerships.org	
9				Child Care Resources 127 East Main Street, Suite 314 Missoula, MT 59807-7038 PO Box 7038 Missoula, MT 59807-7038 Office: (406) 728-6446 Toll Free: (800) 728-6446 Fax: (406) 549-1189 E-mail: ccr@childcareresources.org Web: http://www.childcareresources.org	4
10				Butte 4-C's 101 East Broadway Butte, MT 59701-9335 Office: (406) 723-4019 Toll Free: (800) 794-4061 Fax: (406) 723-6982 E-mail: lorenak@bigskyhds.com Web: http://www.butte4-cs.org	2
11				Hi-Line Home Programs, Inc. 605 3rd Ave South Glasgow, MT 59230-2408 Office: (406) 228-9431 Toll Free: (800) 659-3673 Fax: (406) 228-2984	1
12				HRDC District 7 7 North 31st Street PO Box 2016	4

				Billings, MT 59103-1411 Office: (406) 247-4732 Toll Free: (800) 443-1411 Fax: (406) 248-2943 E-mail: dhartman@state.mt.us Web: http://www.hrdc7.org	
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- 4 CRITICAL RATING (CR)**
1. Provide Life and Safety Services
 2. Exercise Civil Authority
 3. Maintain the Safety and Well Being of the General Public
 4. Sustain the State's Economy
 5. To Be Determined by the Agency

- 5 RECOVERY TIME OBJECTIVE (RT0)**
- Less than 24 hours
1. 24-48 hours
 2. 1 week
 3. 2 weeks
 4. 1 month
 5. Over 30 days

3 ADDITIONAL CRITICAL FUNCTIONS IF NEEDED

No.	CRITICAL FUNCTION	CR 1-5 SEE BELOW	RTO 1-6 SEE BELOW	LOCATION – Address where Critical function takes place. List multiple locations if applicable.	No. of People required to carry out the function
11	Receive calls and make referrals to available child care services	4	2	Family Connections 600 Central Plaza, Suite 225 Great Falls, MT 59401-3157 Office: (406) 761-6010 Toll Free: (800) 696-4503 Fax: (406) 453-8976 E-mail: kimr@famcon.org Web: http://www.famcon.org	1
12				DEAP Child Care Resource & Referral 2200 Box Elder, Suite 151 Miles City, MT 59301-5930 Office: (406) 234-6034 Toll Free: (800) 224-6034 Fax: (406) 234-7018 E-mail: deapadmn@midrivers.com	1
13				DEAP Child Care Resource & Referral	1

				218 West Bell, Suite 209 1Glendive, MT 59330-1644 Office: (406) 377-4909 Toll Free: (800) 578-4909 Fax: (406) 377-6927 E-mail: deaphix@middrivers.com	
14				Child Care Connections 317 East Mendenhall, Suite C Bozeman, MT 59715-3684 Office: (406) 587-7786 Toll Free: (800) 962-0418 Fax: (406) 587-1682 E-mail: ccc@childcareconnections.info Web: http://www.childcareconnections.info	1
15				HRDC District VI - Child Care Link 300 1st Ave. N, Suite 203 Lewistown, MT 59457-1700 Office: (406) 538-7488 Toll Free: (800) 766-3018 Fax: (406) 538-2843 E-mail: jmann@state.mt.us	1
16				The Nurturing Center 146 3rd Ave W Kalispell, MT 59901-4428 Office: (406) 756-1414 Toll Free: (800) 204-0644 Fax: (406) 756-1410 E-mail: info@nurturingcenter.org Web: http://www.nurturingcenter.org	1
17				District IV HRDC - Child Care Link 2229 Fifth Ave Havre, MT 59501-5217	1

				Office: (406) 265-6743 Toll Free: (800) 640-6743 Fax: (406) 265-1312 E-mail: thomask@hrdc4.mt.us Web: http://www.hrdc4.havre.mt.us	
18				Child Care Partnerships 901 N Benton Av Helena, MT 59601-2751 Office: (406) 443-4608 Toll Free: (888) 244-5368 Fax: (406) 443-6186 E-mail: ccp@childcarepartnerships.org Web: http://www.childcarepartnerships.org	1
19				Child Care Resources 127 East Main Street, Suite 314 Missoula, MT 59807-7038 PO Box 7038 Missoula, MT 59807-7038 Office: (406) 728-6446 Toll Free: (800) 728-6446 Fax: (406) 549-1189 E-mail: ccr@childcareresources.org Web: http://www.childcareresources.org	1
20				Butte 4-C's 101 East Broadway Butte, MT 59701-9335 Office: (406) 723-4019 Toll Free: (800) 794-4061 Fax: (406) 723-6982 E-mail: lorenak@bigskyhsd.com Web: http://www.butte4-cs.org	1
21				Hi-Line Home Programs, Inc. 605 3rd Ave South	1

				Glasgow, MT 59230-2408 Office: (406) 228-9431 Toll Free: (800) 659-3673 Fax: (406) 228-2984	
22				HRDC District 7 7 North 31st Street PO Box 2016 Billings, MT 59103-1411 Office: (406) 247-4732 Toll Free: (800) 443-1411 Fax: (406) 248-2943 E-mail: dhartman@state.mt.us Web: http://www.hrdc7.org	1

4

CRITICAL RATING (CR)

1. Provide Life and Safety Services
2. Exercise Civil Authority
3. Maintain the Safety and Well Being of the General Public
4. Sustain the State's Economy
5. To Be Determined by the Agency

5

RECOVERY TIME OBJECTIVE (RT0)

Less than 24 hours

1. 2. 24-48 hours
3. 1 week
4. 2 weeks
5. 1 month
6. Over 30 days

**MONTANA CONTINUITY OF OPERATIONS PLANNING
(COOP)
WORKSHEET**

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Key Personnel Information for performance of the Critical Functions identified on page 2-3

CRITICAL FUNCTION NUMBER	24 HR. CONTACT INFORMATION	KEY PERSONNEL	KEY PERSONNEL	KEY PERSONNEL
1 / 2	NAME OFFICE ADDRESS OFFICE PHONE E-MAIL HOME ADDRESS	Kim Richter 600 Central Plaza, Suite 225 Great Falls, MT 59401- 3157 (406) 761-6010 kimr@famcon.org	Veronica Moldenhauer 761-6010 ext 211 veronicam@famcon.org	Brianne Schoonover 761-6010 ext 210 briannes@famcon.org

	HOME PHONE HOME E-MAIL CELL PHONE			
	NAME OFFICE ADDRESS OFFICE PHONE E-MAIL HOME ADDRESS HOME PHONE HOME E-MAIL CELL PHONE	Ann Tribby 2200 Box Elder, Suite 151 Miles City, MT 59301-5930 (406) 234-6034 atribby@deapmt.org	Summer Marston smarston@deapmt.org	
	NAME OFFICE ADDRESS OFFICE PHONE E-MAIL HOME ADDRESS HOME PHONE HOME E-MAIL CELL PHONE	Becky Hicks 218 West Bell, Suite 209 Glendive, MT 59330-1644 (406) 377-4909 deaphix@midrivers.com		
	NAME OFFICE ADDRESS OFFICE PHONE E-MAIL HOME ADDRESS HOME PHONE HOME E-MAIL CELL PHONE	Janet Mann 300 1st Ave. N, Suite 203 Lewistown, MT 59457-1700 (406) 538-7488 jmann@mt.gov	Amy Snapp asnapp@mt.gov	
	NAME OFFICE ADDRESS OFFICE PHONE E-MAIL HOME ADDRESS HOME PHONE HOME E-MAIL CELL PHONE	Susan Christofferson 146 3rd Ave W Kalispell, MT 59901-4428 (406) 756-1414 susanc@nurturingcenter.org	Rhonda Ivers 756-1414 ext. 232 Rhonda@nurturingcenter.org	

	CELL PHONE			
	NAME OFFICE ADDRESS OFFICE PHONE E-MAIL HOME ADDRESS HOME PHONE HOME E-MAIL CELL PHONE	Linda Reinhart 317 East Mendenhall, Suite C Bozeman, MT 59715-3684 (406) 587-7786 Linda@childcareconnection.s.info	Edith Newbold edith@childcareconnections.info	
	NAME OFFICE ADDRESS OFFICE PHONE E-MAIL HOME ADDRESS HOME PHONE HOME E-MAIL CELL PHONE	Karen Thomas 2229 Fifth Ave Havre, MT 59501-5217 (406) 265-6743 kthomas@hrdc4.havre.mt.us	Vicki Wilkins 265-6746 ext109 wilkinsv@hrdc4.havre.mt.us	
	NAME OFFICE ADDRESS OFFICE PHONE E-MAIL HOME ADDRESS HOME PHONE HOME E-MAIL CELL PHONE	Sheilah Mevis 901 N Benton Av Helena, MT 59601-2751 (406) 443-4608 slmevis@childcarepartnerships.org	Val Mattfeldt 443-4808 ext 12 vmattfeldt@childcarepartnerships.org	
	NAME OFFICE ADDRESS OFFICE PHONE E-MAIL HOME ADDRESS HOME PHONE HOME E-MAIL CELL PHONE	Kelly Rosenleaf 127 East Main Street, Suite 314 Missoula, MT 59807-7038 PO Box 7038 Missoula, MT 59807-7038 (406) 728-6446 Kelly@childcareresources.org	Michelle Parks (406) 728-6446 ext 226 michelle@childcareresources.org	Debbie Charlick 728-6446 ext 233 Debbie@childcareresources.org

	CELL PHONE			
	NAME OFFICE ADDRESS OFFICE PHONE E-MAIL HOME ADDRESS HOME PHONE HOME E-MAIL CELL PHONE	Brenda Hergott 101 East Broadway Butte, MT 59701-9335 (406) 723-4019 bhergott@butte-4cs.org	Lorena Kraus 723-4019 ext 108 lorenak@butte-4cs.org	
	NAME OFFICE ADDRESS OFFICE PHONE E-MAIL HOME ADDRESS HOME PHONE HOME E-MAIL CELL PHONE	Rick Thompson 605 3rd Ave South Glasgow, MT 59230-2408 (406) 228-9431 rick@hilinehomeprograms.org	Peggy Shipp 228-9431 peggy@hilinehomeprograms.org	
	NAME OFFICE ADDRESS OFFICE PHONE E-MAIL HOME ADDRESS HOME PHONE HOME E-MAIL	Dee Ann Hartman 7 North 31st Street PO Box 2016 Billings, MT 59103-1411 (406) 247-4732 dhartman@hrdc7.org	Allyson Eastman 247-4727 aseatman@hrdc7.org	

Make copies and use as many sheets as necessary to provide information about each critical function.

MONTANA CONTINUITY OF OPERATIONS PLANNING (COOP) WORKSHEET

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Vendor Information or other dependencies for performance of the Critical Functions identified on page 2-3

CRITICAL FUNCTION NUMBER	24 HR. CONTACT INFORMATION	VENDOR INFORMATION	SERVICES PROVIDED	OTHER DEPENDENCIES & SERVICES PROVIDED
1	NAME OFFICE ADDRESS	Northrop Grumman 2401 Colonial Drive	CCUBS computer system maintenance functions	<i>The CCUBS (Child Care Under the Big Sky)</i>

	OFFICE PHONE E-MAIL HOME ADDRESS HOME PHONE HOME E-MAIL CELL PHONE	Helena, MT 59620 443-8600		<i>system and payment interface systems (AWACS, SABHRS) must be operable in order to issue child care scholarship payments and contract payments. CCUBS is accessible via the Internet. Payments, licensing, and eligibility determination etc. may be managed from remote locations.</i>
1	NAME OFFICE ADDRESS OFFICE PHONE E-MAIL HOME ADDRESS HOME PHONE HOME E-MAIL CELL PHONE	DPHHS – QAD Child Care Licensing 2401 Colonial Drive Helena, MT 59620	Child Care Facility Licenses and Registration Certificates must be completed timely in order for payments to be made	CCUBS computer system must be operational in order to issue a license / registration certificate
1	NAME OFFICE ADDRESS OFFICE PHONE E-MAIL HOME ADDRESS HOME PHONE HOME E-MAIL CELL PHONE	DPHHS – OTD –External Systems	CCUBS computer system oversight	
	NAME OFFICE ADDRESS OFFICE PHONE E-MAIL HOME ADDRESS HOME PHONE HOME E-MAIL CELL PHONE			

Make copies and use as many sheets as necessary to provide information about each critical function.

8

[illegible]

Make copies and use as many sheets as necessary to provide information about each critical function.

MONTANA CONTINUITY OF OPERATIONS PLANNING (COOP) WORKSHEET

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Vital records needed to perform Critical Functions identified on page 2-3

CRITICAL FUNCTION NUMBER	VITAL RECORDS AND/OR DOCUMENTS REQUIRED FOR CRITICAL FUNCTION	LOCATION OF RECORDS AND OR/DOCUMENTS
1,2	New parents seeking assistance during the emergency may have an extension of the time needed to complete the eligibility verification process. The time line for submission of documents may be extended if necessary. (Currently there is a 30 to 45 day window to complete the verification process and presumptive eligibility is allowed).	Current parents participating in the program have submitted records and this information is available electronically through the CCUBS system. Hard copies of this information are maintained in local case files.

Make copies and use as many sheets as necessary to provide information about each critical function.

**MONTANA CONTINUITY OF OPERATIONS PLANNING
(COOP)
WORKSHEET**

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LINES OF SUCCESSION

24 HR. CONTACT INFORMATION	PRIMARY (DIRECTORY)	SECONDARY (DEPUTY DIRECTOR)	TERTIARY
NAME OFFICE ADDRESS OFFICE PHONE E-MAIL HOME ADDRESS HOME PHONE HOME E-MAIL CELL PHONE	Not Applicable at Section Level	Not Applicable at Section Level	Not Applicable at Section Level

OTHER INFORMATION IMPORTANT TO THE OPERATIONS OF YOUR AGENCY / DEPARTMENT

MAKE ADDITIONAL COPIES IF NECESSARY

Attachment 2.1.2

GOAL 1: Increase access to a medical home for all young children.

Result 1. All children in Montana have a primary health care provider (medical and dental home).

School Readiness: Ready Services – Health

Primary Indicators:

- Percent of children aged 19-35 months receiving immunization services
- Percent of children 0-5 years old without health insurance
- Percent of children under 18 in Medicaid.
- Percent of children under 18 in CHIP
- Percent of women with adequate prenatal care
- Infant death rate (per 1000 live births)

<u>OUTCOMES</u>	<u>ACTIVITIES</u>	<u>RESPONSIBLE PARTY</u>	<u>TIMELINE</u>
1. A. Information on medical homes will be included in Orientation Training , Health & Safety Training and On-site Individual Training (Blocks) for child care providers	<u>1.A.1.</u> Contact American Academy of Pediatrics (AAP) state representative to ask her to provide information on medical homes that could be used in early childhood training.	- ECCS Coordinator	December 2006
	<u>1.A.2.</u> Gather materials on Medical Homes for inclusion in early childhood provider trainings	- ECCS Coordinator	November 2006
	<u>1.A.3.</u> Work with the Early Childhood Services Bureau (ECSB) to include medical home materials in the early childhood training and provider mailings.	- ECCS Coordinator	November 2006
	<u>1.A.4.</u> Contact the Montana Association of Family Physicians (AFP) to let them know what is being done and to ensure their support.	- ECCS Coordinator	December 2006

<u>OUTCOMES</u>	<u>ACTIVITIES</u>	<u>RESPONSIBLE PARTY</u>	<u>TIMELINE</u>
<u>1. B.</u> All families with children aged 0 – 5 years will have information on where to access immunization services. Families with children aged 19 – 35 months will be specifically targeted to get this information.	<u>1.B.1.</u> Work with immunization (IZ) program to assure that educational materials regarding availability of IZ is available to early childhood providers & families.	-ECCS Coordinator & JoAnn	December 2006
	<u>1.B.2.</u> Immunization access information will be disseminated through mailings from the ECSB, Child Care Resource and Referral offices, Temporary Assistance to Needy Families (TANF), and the Food Program.	-ECSB - Jamie -CCR&R Network - Sheilah	February 2007
<u>1. C.</u> Providing information on oral health to all early childhood programs will become a priority.	<u>1.C.1.</u> Ascertain where oral health training developed by the AAP is being used.	-ECCS Coordinator	December 2006
	<u>1.C.2.</u> Use mechanisms in place through well child checks to add dental health component.	-ECCS Coordinator, State Oral Health Consultant & Oral Health Partnership	June 2007
	<u>1.C.3.</u> Information on oral health will be included in mailings from/to the ECSB, Child Care Resource and Referral offices (R&R's), Temporary Assistance to Needy Families (TANF), Food Program, Head Start/Early Head Start, Montana Association for the Education of Young Children (MtAEYC), and the Montana Child Care Association (MtCCA).	-ECSB -CCR&R Network -State Oral Health Consultant - HS Collaboration Office	Started in Oct. 2005, will continue thru 2006 & 2007

<u>OUTCOMES</u>	<u>ACTIVITIES</u>	<u>RESPONSIBLE PARTY</u>	<u>TIMELINE</u>
<u>1.D.</u> Links between Primary Care Providers and other community services and resources are strengthened and have knowledge of and access to comprehensive directories of community resources.	<u>1.D. 1.</u> Determine how well the 211 system is working for providers.	-ECCS Coordinator with 211	Summer 2006 and bi-annually
	<u>1.D.2.</u> Coordinate with 211 system to ascertain how they will distribute information on 211.	-ECCS Coordinator	December 2006
	<u>1.D.3.</u> Identify gaps in this distribution plan.	-Core Team & 211 Coord.	February 2007
	<u>1.D.4.</u> Assure distribution to early childhood services.	-ECCS Coord., Core Team & 211	February 2007
<u>1.E.</u> The health status of vulnerable young children is improved by increasing access to medical and dental homes in underserved areas.	<u>1.E.1.</u> Montana's counties will be reviewed as part of an ongoing project of Primary Care Officer (PCO) as potential shortage designation areas for primary care, mental health, and dental services.	-PCO & ECCS Coordinator	March 2007
	<u>1.E.2.</u> Coordinate with PCO to get information on service gaps at local level.	-ECCS Coordinator	Summer 2007
	<u>1.E.3.</u> When service gaps at the local level are identified, ensure that the state/local level agency is informed of these identified local needs.	-PCO & ECCS Coordinator	Summer 2007

Result 2. All children are enrolled in public or private health insurance programs.

School Readiness: Ready Services – Health

Primary Indicators:

- Percent of children 0-5 years old without health insurance
- Percent of children under 18 in Medicaid plus CHIP/ kids in Montana
- Percent of children under 18 in CHIP
- Percent of kids under 5 below Federal Poverty Level
- Percent of kids above 200% Federal Poverty Level

<u>OUTCOMES</u>	<u>ACTIVITIES</u>	<u>RESPONSIBLE PARTY</u>	<u>TIMELINE</u>
<u>2.A.</u> CHIP enrollment meets waiting list need.	<u>2.A.1.</u> ECCS partners will advocate for increased CHIP funding.	-ECCS Coord. & CHIP Officer	Legislative Session years and as needed.
<u>2.B.</u> Early childhood programs and public schools will have information about CHIP, Medicaid, and other insurance programs, their eligibility, and access to providers.	<u>2.B.1.</u> Coordinate with Healthy Mothers/Healthy Babies to distribute their brochure to early childhood programs.	-Collaboration Office, ECSB & HM/HB	August – annually (Already started)
<u>2.C.</u> Increase the number of children, 0-5, who receive complete EPSDT screening.	<u>2.C.1.</u> Coordinate with new EPSDT official at DPHHS <u>2.C.2.</u> Follow up on previous EPSDT planning and changes that were initiated by the Children's Mental Health Bureau. <u>2.C.3.</u> Coordinate efforts with the Head Start EPSDT focus.	- Christy & ECCS Coordinator	Fall 2006

	<u>2.C.4.</u> Work with AAP on this issue to clarify what can be done and how.		
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GOAL 2: Mental Health and social/emotional needs of young children and families are addressed appropriately.

Result 3. Montana's children will be socially and emotionally healthy.

School Readiness: Ready Children, Ready Families

Primary Indicators:

- Total Number of Child Abuse and Neglect
- Licensing data: Number of licensed school counselors
- Percent of children under 6 enrolled in Medicaid with EPSDT
- Number of children enrolled in Medicaid with EPSDT

Emerging Indicators:

- # and % of children under age six who are referred by their primary care provider for follow-up when social-emotional health needs detected during screening
- # and % of children under age six living with parents receiving treatment for mental health, alcoholism or substance abuse problems

<u>OUTCOMES</u>	<u>ACTIVITIES</u>	<u>RESPONSIBLE PARTY</u>	<u>TIMELINE</u>
<u>3.A.</u> A continuum of services that supports positive mental health and social emotional development is available to all children.	<u>3.A.1.</u> Mt Children's System of Care Committee will advise the local KMA's on early childhood mental health. (KMA – Kids Management Authority)	-Collaboration Office/Head Start Assoc. Director	Quarterly meetings in 2006
	<u>3.A.2.</u> Early Childhood Services Bureau will regularly advise early childhood programs how to link with the MT Children's System of Care/KMA's in their community.	-ECSB – Jamie & Christy	Fall 2006 - CCR&R mtg.
	<u>3.A.3.</u> Each Head Start/Early Head Start and all public elementary schools will have a clear linkage to KMA's	-Collaboration Office/Head Start Assoc. Director & CSPD Office of Office of Public Instruction	September 2006
	<u>3.A.4.</u> The MT Children's System of Care/KMA's will		September 2006

	advise the Office of Public Instruction (OPI) and public schools about how to link with the MT children's System of Care/KMA's in their community.	-Children's Mental Health Bureau Chief - Christy	
<u>OUTCOMES</u>	<u>ACTIVITIES</u>	<u>RESPONSIBLE PARTY</u>	<u>TIMELINE</u>
3.B. All early childhood professionals and kindergarten teachers receive education and information on mental health and social emotional development issues and services for young children.	3.B.1. Determine where professional development activities exist for this target group. (CSPD – Comprehensive System of Personnel Development, CDA – Child Development Associate, CEU – Continuing Education Unit, PIR – Pupil Instruction-Related Days & MBI- Montana Behavior Initiative)	-ECCS Coordinator - Christy and ECPPD	Fall 2006
	3.B.2. Increase training opportunities on social/emotional development available to early childhood educators, health professionals and families through the University system, churches, schools, CCR&Rs, Public Health, OPI, Head Start and other training & professional development entities.	-Core Team will coordinate with each entity.	May 2006
	3.B.3. Involve the Early Childhood Higher Education consortium to review course content for social/emotional development areas and revise and expand courses needed to assure these areas are included.	-Western MT College	May 2006
	3.B.4. Early Childhood Project (ECP) will provide analysis of approved training events on these topics and in what communities.	-ECCS Coord. & ECP	May 2006
	3.B.4. Conduct inventory of Infant/Toddler programs and services as per work plan for the Infant/Toddler initiative	ECCS Coordinator & Core Team	January 2008

<u>OUTCOMES</u>	<u>ACTIVITIES</u>	<u>RESPONSIBLE PARTY</u>	<u>TIMELINE</u>
3.C. Cross-training encouraged with other pertinent health professionals.	3.C.1. Early childhood professionals will provide training on child development at the spring public health conference.	-Family & Community Health Bureau Chief	Annually (started in 2004)
	3.C.2. Mental Health Association, Montana Education Association/Montana Federation of Teacher (MEA/MFT), and Public Health professionals will be encouraged to include information on early childhood mental health and social emotional development issues in their conferences etc.	-Collaboration Office/Head Start Assoc Director	Annually starting January 2006
	3.C.3. Ensure that infant/toddler training is offered and promoted across different sectors.	-ECCS Coordinator	January 2008
3.D. MT Mental Health advocacy programs will provide information on mental health and social-emotional development to early childhood programs and public elementary schools.	3.D.1. Establish relationships with Mental Health Association, MT-NAMI and state mental health service area (through Bureau Chief) to explain ECCS process.	-Collaboration Office/Head Start Assoc. Director	Started – but needs to continue quarterly
	3.D.2. Determine available materials on early childhood mental health which are appropriate and easily used.	-Collaboration Office/Head Start Assoc. Director	March 2007
	3.D.3. Disseminate materials.	- FCH, ECSB, Mental Health Assoc. and Head Start Assoc.	Fall 2007

Result 4. Families receive appropriate mental health services when they need them.

School Readiness: Ready Services – Health, Ready Families

Primary Indicators:

- Percent of Kids Enrolled in Medicaid with EPSDT
- Number of kids enrolled in Medicaid with EPSDT
- Montana Per Capita Medicaid Spending on Children
- % of births to mothers with less than a 12th grade education
- % of children birth to age 18 in out of home placement (foster care) who have no more than two placements in a 24 month period

Emerging Indicators:

- # and % of mothers and children under age six who are screened and referred for depression by their primary care provider
- # and % of mothers and children under age six who are referred for the treatment of depression based on a screening by their primary care provided

<u>OUTCOMES</u>	<u>ACTIVITIES</u>	<u>RESPONSIBLE PARTY</u>	<u>TIMELINE</u>
4.A. Families have increased access to appropriate mental health services.	4.A.1. Provide information about mental health services to families through media, CCR&Rs, Public Health and private health facilities, early intervention agencies and schools.	-ECCS Coordinator with DPHHS media coordinator	September 2007
	4.A.2. Support and promote local efforts that provide individualized support for families to access services.	-Core Team & ECCS Coord.	January 2007
4.B. Increase parent's awareness of indicators of when there is a need for mental health intervention.	4.B.1. Identify what information exists about the indicators of the need for mental health intervention.	-Core Team	May 2007
	4.B.2. Encourage and promote cross-training among service providers so that service providers outside the mental health field can help families identify the indicators of the need for mental health intervention.	-Core Team & Christy	September 2007

<u>OUTCOMES</u>	<u>ACTIVITIES</u>	<u>RESPONSIBLE PARTY</u>	<u>TIMELINE</u>
4.C. Up to date information of key contacts for mental health needs of children and families is available to parents.	4.C.1. Coordinate with 211 to ensure they have the information regarding key mental health contacts.	-ECCS Coordinator & 211 Coordinator	March 2006 and annually
	4.C.2. Coordinate with the Children's Mental Health Bureau (CMHB) on how they will interface with the 211 system and disseminate 211 information to local providers.	-Collaboration Office/Head Start Assoc. Director	November 2006
	4.C.3. Coordinate with the CCR&Rs, Public Health, private health, early intervention agencies and school social workers to ensure that they have the information and make it available to families.	-ECCS Coordinator	November 2006
	4.C.4. Explore the development of the Early Childhood Mental Health Consultation Model. (Further planning will be conducted in summer 2006 w/ plan ready by Sept. 1, 2006)	-Core Team, MECAC, Community Forums	June 2006 & throughout 2007

GOAL 3:

Result 5. Children receive services in a developmentally appropriate manner.

School Readiness: Ready Children, Ready Services – Early Care and Education, Ready Communities

Primary Indicators:

- # of Kids who received services (Part C of IDEA) for early intervention
- # teachers with Special Education Endorsement
- # of children 0 – 5 without health insurance

Emerging Indicators

- Physical Well-Being and Motor Development - % of children with age-appropriate fine motor skills
- Language Development - % of children almost always recognizing the relationships between letters and sounds at kindergarten entry;
- Cognition and General Knowledge - % of children recognizing basic shapes at kindergarten entry

<u>OUTCOMES</u>	<u>ACTIVITIES</u>	<u>RESPONSIBLE PARTY</u>	<u>TIMELINE</u>
5.A. Developmentally appropriate practices when interacting with young children will be promoted to the general public.	5.A.1. Research California's First Five Initiative to ascertain if their marketing campaign can be used and adapted to Montana use.	-ECCS Coordinator	September 2006
	5.A.2. Identify agencies working with ECCS who may be doing this type of social norms marketing and encourage them to include material on developmentally appropriate messaging.	-Core Team	September 2006
	5.A.3 Host a Statewide School Readiness Summit	-ECCS Coordinator, Core Team, Governor's Office	June 14-16, 2006
	5.A.4. Work with OPI on Kindergarten standards.	- ECCS Coordinator	Begin August 2006.
4.B. Information on services that are	5.B.1. Link 211 System and Parents Let's Unite for Kids (PLUK) and with their help identify gaps in	-ECCS Coordinator, Early Childhood Inclusion Team	November 2006

available to children with special needs is made available to local programs serving high-risk populations.	information dissemination. <u>5.B.2.</u> Develop list of local programs that need information.	-Core Team	November 2006
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<u>OUTCOMES</u>	<u>ACTIVITIES</u>	<u>RESPONSIBLE PARTY</u>	<u>TIMELINE</u>
<u>5.C.</u> All training materials used for cross training between and within early childhood systems are presented in a developmentally appropriate manner.	<u>5.C.1.</u> Promote awareness of the Early Learning Guidelines among health care professionals.	-ECSB, Core Team	May 2006
	<u>5.C.2.</u> Disseminate the Early Learning Guidelines at the public health conferences and meetings.	-ECSB and FCHB	Annually in May
	<u>5.C.3.</u> Disseminate the Early Learning Guidelines to kindergarten teachers through OPI and MEA/MFT.	-ECSB and OPI	September 2006
	<u>5.C.4.</u> Disseminate the Early Learning Guidelines through the Montana Primary Care Association (MPCA).	-ECSB and FCHB	Summer 2007
	<u>5.C.5.</u> Disseminate the Early Learning Guidelines through AAP and Montana AFP.	-ECSB and FCHB	Summer 2007
	<u>5.C.5.</u> Disseminate the parent version of the Early Learning Guidelines through the groups above.	-ECSB – Lisa	Begin June 2007
	<u>5.C.6.</u> Determine other possible documents that could be shared in the same way.(from OPI & Public Health)	- Core Team	September 2007

Result 6. All young children have access to high quality early care and education to support early learning.

School Readiness: Ready Services – Early Care and Education, Ready Schools

Primary Indicators:

- # of preschool settings for 3 and 4 year olds that have lead teacher with degree in early education or related field
- Percent of home and/or center-based child care providers who exceed minimum licensing requirements for their position
- Child care centers accredited by the NAEYC and NAFCC.
- # of eligible children under age six receiving child care subsidies

<u>OUTCOMES</u>	<u>ACTIVITIES</u>	<u>RESPONSIBLE PARTY</u>	<u>TIMELINE</u>
6.A. Encourage all sectors within local communities to support quality early childhood programs.	6.A.1. Assure that access to information about best practices in early childhood is available in every community through ECSB, CCR&R's, private & public health facilities, and media.	-ECCS Coordinator, ECSB, FCHB	January 2007
	6.A.2. Enlist professional organizations, such as MtAEYC and MtCCA, to make the parent version of the Early Learning Guidelines available to local businesses for distribution to families.	-ECCS Coordinator & ECSB	December 2007
	6.A.3. Work with Montana KIDS COUNT to distribute pertinent information about child care to businesses at annual Economic Outlook Seminars & Early Childhood Business Summit	-ECSB and Montana KIDS COUNT Coordinator	Summer 2006 Oct. 4, 2006
	6.A.4. Host School Readiness Summit and offer community incentive grants to foster quality early childhood transitions.	ECCS Coordinator & Governor's Office	June 14-16, 2006 and beyond
6.B. Early childhood educators receive information about the components of safe & healthy environments for children.	6.B.1. Information on safety and health is continually encouraged and supported by CCR&R's, Public Health.	-ECSB, QAD, FCHB, County Public Health	June 2006 and ongoing

<u>OUTCOMES</u>	<u>ACTIVITIES</u>	<u>RESPONSIBLE PARTY</u>	<u>TIMELINE</u>
6.C. Early Childhood Health Consultation is developed and services are provided in early childhood programs.	6.C.1. Gather appropriate information from the AAP.	-ECCS Coordinator & Christy	August 2006
	6.C.2. Presentations on high quality early care made by public health officials at AAP conference.	Family & Community Health Bureau Chief	March 2007
	6.C.3., Early Childhood health consultation model is promoted in communities through trainings, mailings, meetings, professional organizations, presentations, and community forums.	-Christy & Shelly w/Core Team	Start - Aug 2006
	6.C.4. Identify possible funding sources for Early Childhood Health Consultation.	-Core Team, MECAC	July 2006
	6.C.5. Health and early education professionals are identified who can provide consultative services.	-Core Team	August 2006
	6.C.6 Training will be provided for health and early education professionals who will deliver services in the child care settings.	-Shelly. w/ Core Team	August 2006

GOAL 4. Parents of young children are supported in their complex role as parents

Result 7. Early childhood programs refer families to needed services when appropriate.

School Readiness: Ready Services, Ready Children, Ready States

Primary Indicators:

- # of children 0-5 years old identified with development delays or disabilities receiving services
- # of children 0-5 years old in Special education
- % of Public assistance state budget devoted to supporting families with young children.
- # of eligible children under age six receiving child care subsidy

Emerging Indicators:

- # and % of children with previously unidentified health or developmental needs at kindergarten entry

<u>OUTCOMES</u>	<u>ACTIVITIES</u>	<u>RESPONSIBLE PARTY</u>	<u>TIMELINE</u>
<u>7.A.</u> Strengthen linkages between early childhood providers and the community service resources.	<u>7.A.1.</u> CCR&R's continue to work on a local level to connect child care providers and other community services (locally designated).	-Sheilah & CCR&R trainers	Quarterly
	<u>7.A.2.</u> Promote the use of 211.	-Sheilah & CCR&R trainers & Early Childhood Instructors	Jan. 2006 & quarterly
<u>7.B.</u> Identify administrative barriers to accessing services.	<u>7.B.1.</u> Review and identify areas that create barriers through needs assessment tool provided by NGA & HRSA.	-Core Team	September 2006
	<u>7.B.2.</u> Address areas that can be changed at <u>state</u> level using the internet and technology when possible to provide easy access to needed programs.	-Core Team	Begin to address in Fall 2006
	<u>7.B.3.</u> Address areas that can be changed at <u>local</u> level using the internet and technology when possible to provide easy access to needed programs.	-Core Team	Begin to address in Fall 2006

Result 8. Parents & families understand the importance of providing a nurturing environment for the development of a healthy child. *School Readiness: Ready Families*

Primary Indicators:

- # of children under age 18 in families with substantiated abuse
- # of children under age 18 in out-of-home care
- # of Sudden Unexplained Infant Deaths (SUID) in 2002
- # of children drowning in 2002
- # of deaths under 18 due to motor vehicle crashes in 2001/2002
- Percent of total births to mothers who smoked during pregnancy
- Percent of children being breast-fed at 6 months after birth

Emerging Indicators:

- # and % of parents of newborn children who have taken or are taking parenting skill classes focused on basic care and child safety

<u>OUTCOMES</u>	<u>ACTIVITIES</u>	<u>RESPONSIBLE PARTY</u>	<u>TIMELINE</u>
<u>8.A.</u> Appropriate and research-based parenting education is available to all parents of children birth to five.	<u>8.A.1.</u> ECCS Core Team will research materials available at Family Resource Centers (FRC) about parenting children 0 – 5.	-ECCS Coordinator & Core Team	August 2006
	<u>8.A.3.</u> Disseminate information and materials to Head Start/Early Head Start Programs, County Health Departments, AAP, AFP, Hospitals, CCR&Rs and other early education professionals at meetings, conferences and in newsletters.	-ECSB	November 2006
	<u>8.A.4.</u> Promote the importance of consistent, positive involvement of fathers in the lives of their children beginning at birth (Head Start Father Involvement Model). Follow up w/ Kalispell R&R.	-Head Start Assoc. Director	September 2006
	<u>8.A.5.</u> Disseminate materials about grandparents	-ECCS Coordinator with Sandy	April 2006

	parenting through Aging Horizons, AARP, Senior Long-Term Care DPHHS Division, and Cooperative Extension at MSU's Grandparenting Groups.	Bailey from MSU	
<u>OUTCOMES</u>	<u>ACTIVITIES</u>	<u>RESPONSIBLE PARTY</u>	<u>TIMELINE</u>
<u>8.B.</u> Encourage the Family Resource Center family education model to be replicated in communities.	<u>8.B.1.</u> Research FRC model to determine efficacy and outcomes.	-ECCS Coordinator w/ WORD, Inc.	April 2006
	<u>8.B.2.</u> Work with WORD, Inc. to export FRC model to more communities.	-Core Team	September 2006
	<u>8.B.3.</u> Promote Montana Children's Trust Fund as one mechanism for local entities to fund parent education.	-Core Team	September 2006
<u>8C.</u> Parent leadership training will be promoted in Montana communities.	<u>8.C.1.</u> Promote adoption of Connecticut Parent Leadership Training Institute (PLTI) model in Montana.	-ECCS Coordinator and Core Team	Started June 2005 and will be ongoing
	<u>8.C.2.</u> Send at least two people to the Connecticut PLTI train the trainer session.	-ECCS Coordinator will arrange	November 2006
	<u>8.D.3.</u> Explore funding opportunities for bringing PLTI to Montana.	-Core Team	July 2006

Result 9. Communities maintain an environment to support healthy families.

School Readiness: Ready Communities

Primary Indicators:

- Number of families of children under age six who report that they receive family support through formal supports.
 - a. WIC enrollment
 - b. TANF enrollment
- Percent of kids under 5 below Federal Poverty Level
- Social assistance state budget devoted to supporting young families and kids
- Unemployment rate
- Percent of registered voters who voted in 2004
- Percent of total births to mothers who smoked during pregnancy

Emerging Indicators:

- # of family literacy/adult education programs in the community and capacity to serve the families of children under age six
- # of family resource centers

<u>OUTCOMES</u>	<u>ACTIVITIES</u>	<u>RESPONSIBLE PARTY</u>	<u>TIMELINE</u>
<u>9.A.</u> Families' knowledge about available services and support systems is increased.	<u>9.A.1.</u> Evaluate potential for expansion of County Public Health Department's home-based visiting program.	-Family & Community Health Bureau	December 2006
	<u>9.A.2.</u> Service Providers have information on 211 (211 have service providers in database.).	-ECCS Coordinator, Core Team and 211	January 2007
	<u>9.A.3.</u> Identify community organizations and collaborations that currently provide family support services.	-Core Team	January 2006

<u>OUTCOMES</u>	<u>ACTIVITIES</u>	<u>RESPONSIBLE PARTY</u>	<u>TIMELINE</u>
<u>9.B.</u> Investment in young children will be promoted as part of good economic development.	<u>9.B.1.</u> MT KIDS COUNT will develop materials on investment in young children that will appeal to the business community.	-Montana KIDS COUNT Coordinator	May 2006
	<u>9.B.2.</u> MT KIDS COUNT makes material available at their annual Economic Outlook Seminars.	-Montana KIDS COUNT Coordinator	March 2006
	<u>9.B.3.</u> Encourage local early childhood providers and CCR&Rs to work with Human Service Committees of the local Chamber of Commerce.	-ECSB/MECAC	November 2006 and quarterly
	<u>9.B.4.</u> Work with the Governor's Economic Development Office regarding early childhood investment being good economic development policy.	-ECCS Coordinator	May 2006
	<u>9.B.5.</u> Assist Governor's Office and Washington Foundation to host Early Childhood Business Summit.	-ECCS Coordinator	October 4, 2006
<u>9.C.</u> Coordination of services and supports for at risk families is promoted to assist them in efforts to succeed.	<u>9.C.1.</u> Work with Family Support Committee of Family and Community Health Bureau to identify appropriate and effective goals for state agencies.	- ECCS Coordinator & Jo Ann	December 2005
	<u>9.C.2</u> Work with the Family Support Services Advisory Council from Developmental Disabilities to coordinate information, activities and services offered.	-ECCS Coordinator and ECSB Supervisor- Patti	November 2005 and quarterly

GOAL 5: ECCS planning will move to implementation through developed partnerships and collaborative administration that supports sustainability and accountability. *School Readiness – Ready State, Ready Communities.*

Result 10: *The mission and vision of the ECCS plan will begin to be a reality*

Primary Indicators:

- Review of Strategic plan activities that are accomplished
- Review of Indicators that are improved
- Interviews of partners, key informants, and staff.
- Review of budget – federal, state, local and private money

OUTCOMES	ACTIVITIES	RESPONSIBLE PARTY	TIMELINE
<u>10.A.</u> Partnerships are tracked and maintained.	<u>10.A.1.</u> Include partners in problem solving, information gathering and policy changes.	-ECCS Coordinator, Core Team	As needed, identified or at least quarterly
	<u>10.A.2.</u> Send information as appropriate.	-ECCS Coordinator	Quarterly
	<u>10.A.3.</u> Engage in updating of strategic plan	-ECCS Coordinator, Core Team	Annually each spring
	<u>10.A.4.</u> Maintain and update MOU between partnering bureaus for coordination of ECCS project.	-Bureau Chiefs of FCH & ECSB.	Annually in summer
<u>10.B.</u> Accountability is ensured	<u>10.B.1.</u> Budget is reviewed quarterly	-ECCS Coordinator and Directors	Quarterly
	<u>10.B.2.</u> Reports are submitted on time.	-ECCS Coordinator, evaluator and fiscal person	Quarterly, annually

	<u>10.B.3</u> Annual evaluation report is completed. <u>10.B.4.</u> Attend annual ECCS meeting in DC and bring back resources.	-Core Team and evaluator -ECCS Coordinator	September of each year Twice a year
<u>10.C.</u> Sustainability is a focus in each goal, result and activity.	<u>10.C.1</u> Regular review of budget <u>10.C.2</u> Seek other grant sources. <u>10.C.3</u> Analyze present funding of services and determine if dollars can be used differently to maximize effectiveness and efficiency. <u>10.C.4.</u> Use expertise and TA from NGA and Anne Mitchell <u>10.C.5.</u> Use expertise and TA of HRSA	- ECCS Coordinator, Core Team -ECCS Coordinator, Core Team -ECCS Coordinator, Core Team. -ECCS Coordinator, Core Team -ECCS Coordinator, Core Team	Quarterly As they arise Throughout 2007 Summer and Fall 2006 When offered or available

Acronym Key: ECSB = Early Childhood Services Bureau; FCHB = Family & Community Health Bureau; QAD = Quality Assurance Division (child care licensing); MECAC = MT Early Childhood Advisory Council; ECP = Early Childhood Project of Montana State University (Career Development Registry); HM/HB = Healthy Mothers/Healthy Babies; OPI = Office of Public Instruction; MEA/MFT = MT Education Association/MT Federation of Teachers; CCR&R = Child Care Resource & Referral Agencies; KMA = Kids Management Authority (regional mental health collaboratives);

**Montana Early Childhood
Comprehensive Systems Strategic Plan
For Implementation**

Created throughout 2004 and 2005 by the
ECCS Task Force and Core Team.

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Attachment 2.2

MT State Plan Hearing

Questions/Comments throughout hearing are highlighted
Follow-up responses to comments are at the end of document

State of Montana
Department of Public Health and Human Services
Early Childhood Services Bureau
Post Office Box 202925
Helena, Montana 59620-2925

RICK: Good evening friends that are joining us this evening for the CCDF State Planning Hearings Conference. We thank you very much for being with us this evening. We'll be kicking off the conference here in just a moment. What we want to do is a quick site check-in, and we see Wanda up there in Havre. Good evening Havre. Can you say howdy to us make sure that you can see and hear us?

HAVRE: I can see and hear you. Howdy.

RICK: All right wonderful. If I can have your site technician zoom in on you a little bit. You look like you're about in wolf creek. I mean you're real far away. All right. Keep on going. Wonderful. And if Wanda if you're up there thank you very much for serving. All right we've got Havre can we go back to Glendive?

KALISPELL: Yes we're here – Kalispell

RICK: Oh that's Glendive. Glendive good evening can you hear and see us okay?

GLENDIVE: I can.

RICK: Very good. And let's go then to Glasgow. Do we have some folks in Glasgow this evening? Make sure that your system is off mute and speak.

JAMIE PALAGI: That's billings.

RICK: Ok that's Billings. Billings can you check in as long as we can see you. Can you say hi to us?

BILLINGS: Hello and I can hear you just fine.

RICK: All right. Is there a site technician close to you or are they back at the information desk

BILLINGS: I don't know where he's at.

RICK: Ok. If you've got your control with you, there is a little button on their called zoom. And if you can zoom that in. the zoom button is kind of on the left.

BILLINGS: I don't find it.

Attachment 2.2

RICK: That's okay. The control's probably over there. If you can flag down your site tech – if you can see him in the hall – if you would have him zoom in on you I'd be very grateful. Thank you.

BILLINGS: Okay.

RICK: All right let's go to Bozeman, Montana State University. Do we have some folks in Bozeman? Well check in on those in a moment. How about University of Montana, Missoula?

MISSOULA: Yup Rick we're here.

RICK: Barry thanks for serving this evening. Keep talking so we can see your site.

MISSOULA: Okay can you see us yet?

RICK: We can see you if I can have you zoom in just a little more unless you got some other folks there.

MISSOULA: They're just camera conscious. They don't want to be under the microscope.

RICK: I know we have a room full of those folks here. But we did dispense some Thorazene so they should be mellowing out. All right. Let's go to Kalispell.

KALISPELL: Kalispell is here we have two participants. How are you Rick?

RICK: Hey, good evening thank you very much Dale for serving. Good to see you folks in Kalispell. How's about Miles City at Miles Community College.

MILES CITY: Only the technician is here.

RICK: Can I have you turn those microphones around at that desk there aimed at the gallery system I need to have those microphones turned towards your far wall?

MILES CITY: I know that's the direction there supposed to go at. I'm just waiting in case someone finally showed up.

RICK: Well what happens when were talking if there turned in that direction the sound is just bizarre so thank you for checking in. Lets go to Great Falls.

GREAT FALLS: Great Falls is here. No participants.

RICK: All right, well thank you very much for being there. Appreciate you serving. You've got the system hammered this evening don't you.

GREAT FALLS: Good technician here.

RICK: That's right. How's about Dillon? University of Montana Western in Dillon?

DILLON: How are you doing Rick?

Attachment 2.2

RICK: I'm great Linda how are you?

DILLON: Good. We're fine here.

RICK: Good evening and we can see and hear you just fine Linda. Thanks very much for coming in.

DILLON: You're welcome.

RICK: Lets go to Butte-America. As the President of Ireland said – President McCauley said Butte-America.

BUTTE: Hello to you. Can you hear me?

RICK: Do we have some folks from Montana tech in Butte?

BUTTE: Yes, can you hear us?

RICK: Pretty faintly.

BUTTE: We can hear you.

RICK: Tell you what we can just barely hear you. Could you get a little bit closer to a microphone? Could I have you move up to a desk or are your papers covering the microphone?

BUTTE: No, there's no mike back there.

RICK: I'm sorry to trouble you. If I can have you move to where there a microphone is or otherwise could I have you speak ma'am maybe that's the problem.

BUTTE: Yes, hello can you hear me?

RICK: That's getting better. We'll adjust that at the bridge here thank you. How's about Sidney, Montana? All right, let's go to – do we have some folks at Glasgow?

RICK: Uh – there's Havre. How's about Bozeman?

BOZEMAN: Bozeman's here.

RICK: All right can you speak – there we go thank you very much.

BOZEMAN: Bozeman s here.

RICK: Good evening, Bozeman. All right we're speaking to you by the way from the old livestock building here on the corner of the capitol grounds in Helena, Montana. And again thank you very much. A couple of housekeeping things that will help this conference move a lot better for you and that is I'm asking the site technicians keep all of their sites on audio mute unless you're asking or responding to a question. That will keep any possibility of echoing down and for those participants in most of your rooms you've got microphones on the desk. You can see ours is a little

Attachment 2.2

pod mike on that desk up there. Please make sure that you don't put papers or books or purses, bats, machine guns, I'm being a little flip there in front of the microphone because it will interrupt the sound going to that and please refrain from tapping on the desks or if you've got a computer that you're taking notes with please do not put it on the desk because it will be picked up by the microphone. Two adverse things about that is that it makes the sound difficult to hear but then you will always be on camera and I know that some of you are camera shy. So that will minimize that. If any of the site techs have any questions or problems please call 444-9588, and I'm going to turn it over to the folks here in Helena who will let the participants know when it's time for questions, when to ask those and we'll probably ask those on a city by city basis instead of just asking are there any questions otherwise well have dead silence or chaos. So thank you very much now the show is yours.

CINDY ODELL: All right. Good evening everybody. I'd like to welcome everyone and tell you how much we appreciate your participation and we're looking forward to a great night. My name is Cindy Odell and I'm the chair of the Montana Early Childhood Advisory Council or MECAC where I represent the Early Childhood Higher Education Consortium. Tonight we want to make sure that all of the sites have a packet of information and that everybody is signed in. Is everybody with us on that? Hopefully - all right. Tonight an overview will be given of the Childcare and Development Fund and the Early Childhood Services Bureau. Each section of the State Plan is going to be highlighted by the respective staff member. Two of the staff members that are presenting tonight are located in Bozeman, which is different than I think has been done in the past. At the end of each section I'm going to take role and ask for comments and/or questions. So each site will be polled, and at that time you will be able to ask questions and offer comments up. We have a timekeeper appointed. Anne Carpenter has agreed to be our timekeeper, and she's going to make sure that we stay on our schedule. Are we on our schedule? Okay, we've got five minutes here. If we're going over time we're going to remind you that you have an option to send in your comments written in the envelope, I think that was provided with you, for you, in your packet. And these comments can either be mailed to the Bureau or given to your Site Coordinator. So at this time I think that I will introduce Jamie Pilagi, who is the Early Childhood Services Bureau Chief, and again thank you for your participation.

JAMIE PALAGI: Okay, I just wanted to run through the packet contents with you. And, if you looked on the left side of your folder we'll start at the beginning there is an envelope for you to send your comments to us if you wish or you can give them to your Site Coordinator as Cindy said. There is also an agenda for this evening's content, and we have a lot to cover and than at the end we'll have time for questions. If you don't have a chance to ask your questions during each section you can do that at the end of the evening. Behind that is just some participant information it's on a salmon colored sheet and just talks about the MetNet opportunity and the hearing in general. Next we have the list of all the Childcare Resource and Referral Agencies in the state and a map on the back. Then we have a lilac colored sheet and it's a description of all the Early Childhood Services Bureau staff and who you would contact and for what. I would like you to make note as you look at that sheet - Melody Olson's name is spelled wrong, and instead of O-L-S-E-N it should be O-L-S-O-N and her email address is molson@mt.gov. And then under Anne Carpenter's work we do prefer to call our work in terms of Childcare Scholarships and not subsidies we want...[muted portion of tape]... Advisory Council member participant list. We then have the public comment form - it's blue. And you can put your comments there - you can also put your comments in the form of a letter or email and get them to us as well. We have an evaluation form for the proceedings of this evening if you would fill that out and give it to your Site Coordinator that would be helpful. And then we move into the attachments to the Childcare and Development

Attachment 2.2

Fund State Plan for 2008-2009. So the first attachment is the Montana Childcare Data Report and if you could label that as attachment 1.5 that's how we refer to it throughout the Plan. Secondly, we have the Montana Early Childhood Connections document and label that as attachment 2.1. Some of you may have the full document in your folders others may just have the first couple pages but you are able to access this on our website or call us if you don't have access to the Internet. The next attachment is 2.1.1, and it is the Montana Continuity of Operations Planning, and it's for emergency preparedness. Following that attachment 2.1.2, and this is in regard to the Montana Early Childhood Comprehensive Services Plan. Attachment 2.3 is referring to a logic model that was created for some of the systems work that we'll talk about later. Following that is attachment 3.1.1 that you could label as the Montana Certificate Form. Then attachment 3.2a, 3.2b, attachment 3.3.2. Following that is the sliding fee scale and if you can label that as attachment 3.5.1. Next is the scholarship application if you could label that 4.1.2. Montana's Early Learning Guidelines and lastly the application for legally unregistered provider and label that as attachment 6.3.3. On the right side of your folder there is the handouts that accompany the PowerPoint presentation this evening. Behind that is the organizational chart that gives you the details about the Early Childhood Services Bureau, and then a copy of the Draft State Plan. Now I would like to just give you an overview of the Early Childhood Services Bureau and let you know that on that purple sheet will tell you who to contact and what for. When in doubt just call one of the numbers and we'll get you to the right person. The Early Childhood Services Bureau is part of the Human and Community Services Division within the Department of Public Health and Human Services, and the organizational chart gives you the reporting structure within our Bureau. And then, Melody if you'll refer to the slides. The Early Childhood Services Bureau is comprised of three units, one is the childcare unit, and we're waiting for the slide to catch up. Responsibilities in the childcare unit include the Best Beginnings Scholarship Program for the TANF program, Non-TANF childcare and Child Protective Services childcare. We also operate the legally unregistered provider program and a number of quality programs. We also operate childcare under the Big Sky Computer system that helps us keep track of everything and we contract our services through many different agencies but primarily the Childcare Resource and Referral agencies throughout the state. Additionally, we have the Child and Adult Care Food Program in which the focus is to improve the nutritional knowledge of care providers for young children. Provides funding for nutritional food for young children. The Child and Adult Care Food Program at the state level also takes care of centers and we have a number of sponsors that meet the needs of family, homes and groups. Also within the Early Childhood Services Bureau is the Head Start State Collaboration office. The focus of this office is to influence state and local policy, and the person who is the Coordinator or the Head Start State Collaboration Director is Mary Jane Standaert. She's actually not employed by the Early Childhood Services Bureau but we contract for her services and she's housed in our office. She is also the Early Childhood Comprehensive Systems Coordinator, and the key point person on school readiness community teams, which are activities that we'll talk about a little bit more later. The Childcare and Development Fund has several goals within their program, and it's located in Title 45 of the Code of Federal Register, parts 98 and 99. The goals of the program is to balance between program flexibility and accountability, to assure health and safety of children in care, to recognize that childcare is a key support for work. This is evident with the recent reorganization at the federal level to align TANF, which is Temporary Assistance For Needy Families, and CCDF, Childcare and Development Fund, more closely. Also the intent is to clarify, streamline, simplify and unify the federal childcare program. I would now turn it over to Chris Hettinger to talk about the financial overview.

Attachment 2.2

CHRIS HETTINGER: Hello. I'm happy to be here this evening and talk to you about the money that helps make Childcare Scholarship Programs possible. And you'll see on your first slide about childcare that you have some different sources for the money that we use to make childcare possible. The state plan is designated as being for federal years 2008 and 2009, but the money is a financial estimation and is to be for the first of the two years with the understanding that the second year is yet to be determined with the potential of being fairly similar. A federal year begins at the beginning of October of each year and runs through the end of September of the following year. So for each federal fiscal year 2008 begins at October of 2007 and we call it by one year's number for instance FFY2008. Grants that are awarded from the CCDF funding are awarded to run with these same time frames as much as possible. Four types of funding are available. We have the CCDF federal money, which is from Title 6 of the Personal Responsibility and Work Opportunity Reconciliation Act, called PRWORA of 1996, which amended the CCDBG, Childcare Development Block Grant to correct it to the 1996 standard. The TANF transfer money uses up to 30% of the TANF grant, which is available to be transferred for several purposes one of which is childcare. The purpose of the TANF transfer is to make childcare available to low income working families to promote self-sufficiency and prevent the need for TANF direct benefits. And then we have two categories of state money shown on this slide. One of them is the required State Maintenance of Effort, called MOE, and that is a good faith payment that we are supporting the project effort. The required state matching money represents, is money that must be matched to 4.5 million of the childcare development fund. And it's matched at the FMAP rate, which is approximately 30% state money and 70% federal money. So we must spend those side by side as we go through the year. Okay, on your next slide you will see that we have these four types of money and the amounts of each kind. For the federal grant we have 13 million dollars, almost 13.5 million dollars. For the TANF transfer we anticipate we will spend 7.7 million dollars and for the State Maintenance of Effort, that's MOE, is 1.3 million dollars of state money there and for state matching for the year 2008, we will be spending 2 million dollars, just slightly over 2 million dollars. That gives us a total of childcare development funds of \$25,124,085. Next slide please. Of that money we have two requirements that are calculated on a subtotal, which does not include the MOE. If you'll have to look back to your previous slide you'll see the MOE is \$1,313,990. You subtract that from the 25 million dollar figure and we get \$23,810,95. No, no start over \$23,810,095. Okay, that is the amount that we take 5% of to determine the 5% administration cap, which we are limited to spend no more than that for the administration of the program. So that number is \$1,155,315. The same 23 million dollar figure is used to calculate the 4% quality, which is money that we spend over and above the targeted funds or earmarks. That's \$924,253. You know I'm just a little nervous about this and even though Melody is not showing my face very much it's still a little nervous to sit here in front of the camera. It's easier for you just to sit there and listen. So what I wanted to tell you about the quality money was that the money is a minimum. It is not a limit on how much we can spend we can spend over that and at this time we're spending in addition to the earmarks and the quality 4% its approximately \$1,700,000 however we have budgeted approximately 2 million dollars, and so that 4% is only what we must spend and we may spend over that amount. Now, in addition to these monies we have state funds and TANF direct funds that are going to be spent on childcare this year. The TANF direct funds the first time we allocation we receive from the legislature in the amount of \$683,784, and this is for caretaker relative. We have two categories of additional state funds. The first one is straight general fund at \$3,837,370. Two years ago in the legislature we were awarded 2.4 million dollars and this year we received an additional increment on that to bring it up to the 3.8 million dollars. The prevention and stabilization state support was also granted two years ago in the legislative session. And this was to be used in lieu of TANF's transfer because the TANF program were concerned that we didn't have independent support for childcare other than the TANF

Attachment 2.2

transfer. So this money was allocated and we now have this in our base and are very pleased, and appreciate the support that made that possible. So the subtotal of the additional state money is 4.8 million dollars. That's the sum of the 2nd and 3rd numbers and the total of those numbers with our 25 million dollar subtotal it brings us to a grand total of \$29,947,767. This additional state funding actually does get reported eventually to the CCDF as overmatch money, and we also continue to report all of the children who are paid for by this additional funding – all get reported to the federal level. So that is the end of my presentation and I appreciate your kind attention. Thank you.

CINDY ODELL: At this time we would like to see, talk to each site and find out who has questions and comments and we'll start with our site right here in Helena. Do we have comments or questions? Okay then we'll go to Sidney. How bout Kalispell?

SIDNEY: Sidney doesn't have any comments.

CINDY ODELL: There's Sidney. Sidney comments or questions?

SIDNEY: No.

CINDY ODELL: Okay thank you. Should we go to Glendive?

GLENDIVE: No comments.

CINDY ODELL: Thank you. Glasgow? Comments or questions?

GLASGOW: No questions.

CINDY ODELL: No. Thank you. And we go to Butte.

BUTTE: No comments in Butte.

CINDY ODELL: Dillion? Comments or questions?

DILLON: No comments.

CINDY ODELL: Havre?

HAVRE: No questions or comments.

CINDY ODELL: Thank you Havre. How about Great Falls?

GREAT FALLS: No questions or comments.

CINDY ODELL: Thank you Great Falls. And Miles City?

MILES CITY: We still don't even have any participants so...

CINDY ODELL: Thank you Miles City. We've got Kalispell, let's see Billings?

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BILLINGS: No comments ore questions.

CINDY ODELL: Thank you Billings. And Missoula?

MISSOULA: No comments or questions.

CINDY ODELL: No comments from Missoula. And last but not least Bozeman.

BOZEMAN: No questions or comments.

CINDY ODELL: Thank you Bozeman. At this time I'll turn it back over to Jamie.

JAMIE PALAGI: I just wanted to...

RICK: Do you want to keep them on at the Miles City site then or shall we release them?

JAMIE PALAGI: Why don't we keep them in for another few minutes if they show up.

RICK: That's great thank you.

JAMIE PALAGI: Before I move on to part two, I failed to say at the beginning of my section that what we're doing throughout this PowerPoint and this evening is just to highlight the changes from 2006 and 2007 state plan into the 2008 and 2009. And just to give you a general overview. Mostly the point of this evening is to gain feedback and comments from the public and include them if we need to within our plan draft that we send off to the federal government or and respond. So we will post all comments on our website so people can see what was given to us either tonight or as there mailed in to us. So moving onto part two, this part of the section relates directly to Consultation and Coordination. Consultation really is just getting input on the Childcare and Development Fund Plan and coordination refers to coordination of Early Childhood System delivery. And most of this is done through the Montana Early Childhood Advisory Council. That council meets three times a year and the slide that will be coming up tells you the types of groups that are represented on the council. This council provides leadership and advocacy and makes sure that we have access to quality early care and education. Focuses on affordability issues, the Childcare Scholarship Program, the quality initiatives that we have throughout the state. Also includes information and references, guidance in regard to health and safety. In the Consultation and Coordination section there are some new pieces that we would like to highlight, and one refers to Emergency Preparedness. This is on page 20 of the Plan Draft, and we have an emergency action plan that's required for all state agencies according to the Department of Administration. It's called the Continuity of Operations Plan. There's another o in there somewhere. Anyway, so we have a plan from the state level and it addresses what we think needs to continue in the state should there be an emergency and who is responsible for continuing that work. Additionally, we have asked all of the local Childcare Resource and Referral agencies to include disaster preparedness policies in their work as an agency that we contract with to do bulk amount of our services. In addition to the Emergency Preparedness section we also have some information on Comprehensive System of Early Childhood Services. And in Montana we're working through a couple different avenues and it's all being pulled into sort of one effort and initiative. We're fortunate to have the support of the Governor's office in developing a stronger Statewide Comprehensive Early Childhood System. And we have received some grants from the National Governors Association to assist us in that work. And we are also working under the Early

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Childhood Comprehensive Systems Grant. And that work is also being pulled in. We're looking at focusing, we have a state team that focuses on public awareness, data sharing and dissemination, governance issues and coordination of resources. This state team along with the Montana Early Childhood Advisory Council provides guidance on the work with the Early Childhood Comprehensive Systems Grant and also the work that we are doing. A big focus this year is on school readiness and that is the language that we are using to address comprehensive systems. And in the plan you'll see a bunch of details as to what we're talking about when we say Early Childhood Comprehensive System and statewide systems. We're looking not just at early care and education we're looking at health needs, mental health needs, working with families and so it's a larger system that brings together public agencies, private agencies – really taking a look at community levels and what's going on at the state. Through the school readiness initiative we have a number of teams that have been formed in various communities and those teams are working on issues that are unique to each of their communities. The Early Childhood Comprehensive Systems Grant is a joint effort between the Early Childhood Services Bureau and the Family and Community Health Bureau both within DPHHS, and the Director is Mary Jane Standaert, or the Coordinator. She's also the Director of Head Start State Collaboration so it ties in nicely. Moving onto the next slide, Melody. Results and expected results of coordination include, we hope to have an increased number of star quality providers, and increased number of accredited facilities, we'd like to have an increased number of knowledgeable and skilled providers throughout the state. Our hope is to serve as many eligible children as fiscally possible, and to increase policy coordination with partner agencies and improve access to and quality of childcare through incentive programs. And that's all for part two.

CINDY ODELL: Thank you Jamie. We'll poll each site now. We'll start with Helena for comments and questions. Thank you Helena. We'll go to Sidney. Comments and questions from Sidney? Any comments or questions Sidney? Do you think they can hear us? I'll take that as a no. How about Glendive?

GLENDIVE: No, we have none.

CINDY ODELL: Thank you Glendive. Glasgow – comments or questions?

GLASGOW: No comments.

CINDY ODELL: Thank you. And we'll go to Butte. Questions or comments from Butte?

BUTTE: No comments.

CINDY ODELL: No comments. Then we'll go to Dillon please.

DILLON: No comments.

CINDY ODELL: Havre – any comments or questions?

HAVRE: No questions or comments in Havre.

CINDY ODELL: Thank you Havre. Great Falls?

GREAT FALLS: No participants have shown up yet so there's no questions or comments.

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CINDY ODELL: Thank you Great Falls. And Miles City – we'll see if anybody's there yet.

MILES CITY: Nope still no one.

CINDY ODELL: Still nobody at Miles City? We'll go up to Kalispell please.

KALISPELL: No comments or questions here.

CINDY ODELL: Thank you Kalispell. Billings? Anyone in Billings?

BILLINGS: Sorry, no questions or comments.

CINDY ODELL: Missoula please?

MISSOULA: We do have one question from Missoula. The participants would like to know what do you mean by improving access to, and quality of childcare through incentive programs. Could you expound on that a little bit please?

JAMIE PALAGI: We actually will talk a little bit more about that later in another section and so if you have questions more specific to those programs that they mentioned that would be a better time I would say.

MISSOULA: Okay thank you.

CINDY ODELL: Thank you Missoula we'll get back to that. And Bozeman.

BOZEMAN: No questions or comments.

CINDY ODELL: All right – thank you Bozeman. Next will go to a description of services with Anne Carpenter.

ANNE CARPENTER: Okay. Good evening, I'm Anne Carpenter and I am the Childcare Resource and Referral, and the Policy Program Specialist at the Early Childhood Services Bureau. The ECSB uses an application process for families to access childcare, it's a handout in your packet. And one thing to notice that the application that is in your packet also includes the insert that the family will receive regarding their rights and responsibilities, and also the provider rights and responsibilities are included in this application that is in your packet. The ECSB has to follow federal regulations, Montana Code Annotated Rules and Policy in order to facilitate this program, and in order for parents to receive assistance. I will share the application and...

RICK: Sidney could we have you mute your system please. Thank you. Go ahead.

ANNE CARPENTER: Okay. I will share the process that is used to determine scholarship application and then my coworker, Melody will describe the process used to determine provider rates and also how families are determined eligible income-wise and based on the federal poverty guidelines. So next slide. The Early Childhood Services Bureau contracts with 12 Childcare Resource and Referral agencies around the state. Each Childcare Resource and Referral agency employs what is known as an Eligibility Specialist or several agencies have many Eligibility

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Specialists to work with families. These Eligibility Specialists determine eligibility for childcare assistance based on the family's income and household size. And again income eligibility will be discussed when we talk about the sliding fee scale. When families are determined eligible the CCR&R Eligibility Specialist then sends notice to the family and to their selected provider that they are using. Parents may also choose either a family group center or LUP type of provider. And these also, these types of providers will be discussed in later slides with Becky Fleming-Siebenaler. When a provider has been selected a family will be issued what is known as a certification plan. This plan outlines the amount of time that is authorized for childcare and the length of that authorization. It is important for providers and parents to note these dates because there are several different reasons why these dates may be less than a six-month time period. Once certification is created than our CUB system can produce invoices for providers so that they can start receiving payments for the services they are providing. Generally, the invoices are sent out on the 20th of the month of which care is being provided. And they're eligible to turn those in once the end of the month has occurred. So by the first of the next month. And generally payments are created on the 5th business day, and there every Tuesday after, each month. And so there's also a sample invoice in your packet, attachment 3.1.1 is that sample. And now I'll turn it over to Melody.

MELODY OLSON: Okay the department does a, in order to set payment rates the department does a market rate survey yearly and then this is conducted in June with the rates going effective July 1st provided there is financial feasibility. The rates are set at 75th percentile. Meaning that a childcare provider can access 75% of facilities out there. Additionally, the state has a tiered reimbursement system that affords programs the ability to receive higher rates by achieving one or more levels of quality beyond basic licensing requirements. These are one and two star facilities. One star provider rates are increased by 10% above the basic rate. And two star provider rates are increased 15% above the basic rate. I'll show you this next slide. Our goal is to do annual market rate surveys every June, and we will be doing our next one here June of 2007, and like we said before it will be adjusted July 1st depending on fiscal availability. For income eligibility our goal is to maintain eligibility at 150% of the current year federal poverty level, and adjust the sliding fee scale accordingly. Adjust the sliding fee scale is effective in August depending on that feasibility of financial availability. And just to backup a minute the payment rates are attachment 3.2a and 3.2b shows the market rate, the current market rate and the survey that is used, and then the sliding fee scale is shown as attachment 3.51. That's all I have.

ANNE CARPENTER: Okay next slide. The state has identified three types of priorities for serving children and families. Their first priority is serving children with special needs. A child with special needs means a child who is the age 18 or younger who requires additional assistance because of an emotional or physical disability and/or cognitive delay that is verified by medical records or other appropriate documentation such as a written verification of the physical, emotional or mental disability from the appropriate authority. Childcare providers are required to make a reasonable accommodation for children with special needs. If care requirements increase the cost of this care, one time or ongoing costs may be paid from the scholarship program. A second priority for serving children and families is families with very low income. A family who's income is at or below the TANF eligibility threshold of the 2007 Federal Poverty Guidelines pays a \$10 monthly co-payment. Higher co-payments are a product of the family's Non-TANF gross monthly income multiplied by the respective co-payment factor. And the third category of priorities is families receiving TANF cash are eligible for childcare subsidy if the family makes arrangements and uses a process where the TANF Work Readiness Component Case Manager uses a referral

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form notifying the R&R Eligibility Specialist that there is a need for childcare for this TANF participant to participate in their FIA or Employability Plan Activities. And that is the end of our section.

CINDY ODELL: Thanks Anne. Thanks Melody. We'll now poll our sites to find out who has comments or questions. And we'll start with Helena.

HELENA: I do have one question. Are you considering doing monthly rates?

MELODY OLSON: We are. Well I don't know if in this year's plan we are looking at moving towards that. House Bill 120 struck the language of daily rates, and now states the state will pay what rate so we will be looking more closely at monthly rates.

JAMIE PALAGI: The intention is to provide for flexibility in rate setting and so that we are not stuck to just hourly, daily. That we can look at a combination of different types of rates.

HELENA: But it won't be this year?

JAMIE PALAGI: We might do some pilot work this year – but we want to be very planful in how we roll that out.

HELENA: Okay and I have one other question. When you have children with special needs does that ever include a direct one-on-one or does that just depend on the evaluation.

ANNE CARPENTER: It always depends on the process used to determine the cost of care for that child. And so it might not always include a one-on-one assistant but it possibly could.

HELENA: Well I have kids that could use a one-on-one they never evaluate that, they go to the school systems and they get one-on-ones. And I just don't quite understand the system, I guess.

ANNE CARPENTER: And they've gone through the application process for special needs?

HELENA: Yup.

CINDY ODELL: All right, thank you Helena. We'll go to Sidney. Comments or questions from Sidney?

SIDNEY: We would like to know what the initials TANF stand for?

JAMIE PALAGI: TANF stands for TANF, which is Temporary Assistance for Needy Families.

SIDNEY: Okay and we have one more comment about daily rate covering 6 to 10 hour period and why that time frame is so long?

JAMIE PALAGI: I'm not prepared to answer that question. That's a comment that we'll have to take and do some research in regard to our policy manual and we'll respond in our written comments.

CINDY ODELL: Any other questions Sidney? No? All right, then we'll go to Glendive.

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GLENDIVE: We have no comments.

CINDY ODELL: Thank you Glendive. Glasgow?

GLASGOW: No comments.

CINDY ODELL: Thank you Glasgow. Butte?

BUTTE: No comments.

CINDY ODELL: Thank you Butte, and Dillon?

DILLON: No comments.

CINDY ODELL: All righty, thank you Dillon. Havre?

HAVRE: No questions or comments.

CINDY ODELL: Great thank you Havre. Great Falls do we have anybody there yet?

GREAT FALLS: Great Falls has left.

CINDY ODELL: Oh it's empty. Miles City – anybody in Miles City?

MILES CITY: Miles City has left as well.

CINDY ODELL: Okay, thank you. We'll take those off. Kalispell? Comments or questions from Kalispell?

RICK: Try it again.

KALISPELL: No questions.

CINDY ODELL: All right thank you. Billings?

BILLINGS: No questions here.

CINDY ODELL: Thank you Billings. Missoula?

MISSOULA: No questions.

CINDY ODELL: Thank you Missoula. And Bozeman?

BOZEMAN: Bozeman has a comment.

BOZEMAN: Hi, I just wanted to comment on the attachment 3.2b about the market rate survey and it's interesting to me historically I remember when we started out doing the market rate survey we didn't get a great percentage of providers participating in the process of surveying for what their rates were when we went to a district rate. And I'm interested to read on this attachment that

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we're now getting a return rate of about approximately 50%, and I just want to encourage all providers across the state to participate in the survey, and to get their friends to participate in the survey because this is a mechanism we have in Montana to get our rates higher for those of you who are actually providing the care and education out in the field. And the more people who participate hopefully that will help that rate go up as it needs to based on the cost of care and education for our kids. So it was interesting to me to read that and I just want to encourage everybody to participate in the survey when it comes out in June.

CINDY ODELL: Great. Thank you Bozeman. Next we're going to Parental Rights and Responsibilities.

ANNE CARPENTER: Okay, regarding Parental Rights and Responsibilities Childcare Resource and Referral agencies are responsible for assisting families and choosing and locating childcare that meets their needs. Childcare Resource and Referral agencies do not charge families a fee for this referral service and, there's more...and the R&R Specialist may also do some consultation with the parents seeking childcare by reviewing information on quality of childcare, identifying a checklist of what to look for in appropriate childcare. They may provide information on the Childcare Scholarship Program as well as other types of programs they may be eligible to receive. This is the same slide excuse me. At each Childcare Resource and Referral agency families may receive applications for either childcare assistance through Non-TANF or through the TANF Work Program. They may apply in person, by mail, by fax or through a state agency such as the R&R. In order to receive childcare assistance though, the family must complete an entire application process, which includes documentation appropriate to determine their monthly gross income, and they must also choose an appropriate provider who can be paid on our current CUB system. We also have several policies to reduce barriers and maintain eligibility for families to receive childcare assistance. One of those policies is called presumptive eligibility. And if funding is available and the family's application indicates that they would be eligible for services, they can receive up, childcare for up to 30 days past their application date to receive childcare while their eligibility is being verified. Another policy that we use is certified enrollment days. Any child who has a full time certification plan can have up to 150 hours to use when the provider requires payment while the child is absent from that care. Another policy is extending childcare hours. R&R agencies have the ability and flexibility to issue additional benefits to cover the parent's unanticipated work or school hours when the need is verified. For example, if a parent is in school full time and they have courses in the morning and then early afternoon there may be a gap of an hour or two, and its just not reasonable for a child to be picked up and taken by the parent for that hour or two hours, and so we will allow additional benefits for care to be provided during that gap in the parent's schedule. We also have a policy for TANF families called Fill The Gap while their transitioning from TANF to Non-TANF childcare assistance. We allow families a grace period when unemployment may have been lost for certain reasons. We have arrangements with providers to hold the slot for up to 30 days if the child has a prearranged temporary absence, such as a Christmas break or a spring break. Providers may ask to hold the slot. The state also allows providers who charge private paid families to charge state assisted families holidays, and we provide coverage when parents have to attend medical appointments or may have medical emergencies. And then we also have a policy called suspending a case when a parent may temporarily lose eligibility for up to 30 days instead of having to go through the entire application process if its going to be a short period of time we can span their case and then continue care afterwards.

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BECKY FLEMING-SIEBENALER: Good evening, I'm Becky Fleming-Siebenaler, I'm the Bureau Chief of the Licensure Bureau with the Quality Assurance Division here in Helena. I'm going to talk just a few minutes on the parental complaints process and the unlimited access to children in childcare settings. Back when the Childcare and Development Block Grant was established the federal government required the state of Montana and all states that were participating in that process to define a policy on how parents or the public could make complaints against their childcare provider. We have done that throughout the years and that policy hasn't changed in our state plans with the exception that this year we implemented an online complaint process. A strategy that providers and the public can file complaints using the Internet rather than having to call somebody. The Internet address is www.dphhs.mt.gov/qad. When you get to that page over on the right side is a green section and there's an area entitled complaint procedures – you just click on that section and it will take you into an online complaint form. When the person enters that information and hits submit that complaint data comes directly to my machine and to Susie Graveley, who is the point of contact for the QAD Childcare Licensing Program. We then forward that information onto the respective childcare licensing worker. Information that is validated by licensing workers is considered public information so anytime somebody calls and wants a status of history on their childcare provider we are able to give validated complaints. We cannot release the name of the complainant that is against state law. But the details of the validation are considered public information and we do give that out. Daycare providers also have to allow unlimited access to individuals' children during childcare hours. Back in 2005, daycare providers came to us and said, you know we're fine with that, we agree with that but there are some localities where safety is an issue and leaving doors open especially for the family daycare provider who's there alone with six children can be, it's a risky situation. So the department proposed a policy, which we did adopt by rule in September of 2006 called the Locking Door Policy, Locking Door Rule. Basically what that says is that daycare providers can lock their doors for purposes of safety but all of the parents have to be informed that they're, one that they're going to do that and then what is the method for them to enter the daycare facility to see their child when they want to. So if you've got a key lock system do parents have a key or is there a special knock code. If they have a push button system that locks the doors is there, do all the parents have access to the code that unlocks the door. We leave that up to the provider and the parent to solve that, and to work that out with each other. But a parent has the right to have access to his or her child at any time. And the daycare provider cannot prevent that unless there is a court order that says the parent cannot have access to their child. Now the thing that's really important to remember about this is the word access. Access does not necessarily mean that the parent can remove the child from the care. Access means that they can see their child during care. So if we've got a custody issue happening between mom and dad, and mom has said dad cannot take this child from care, I'm the enrolling parent then the daycare provider needs to look at that and say is there a court order that prevents access – one, and does that court order then require me to release to this parent or to not release to that parent. And those are sticky situations. So what I would do, what I would recommend as providers is you give your local licensor or myself a call and we'll talk that through with you. We've had a lot different situations, a lot of different scenarios with that particular policy and that particular rule, and we can talk that through with you. That's all I have on that section.

CINDY ODELL: Thank you Becky. We'll now poll our sites. We'll start with Helena. Comments or questions?

HELENA: [inaudible]

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BECKY FLEMING-SIEBENALER: Yeah – thank you for bringing that up Margaret. Yes, deficiencies that are found at the time of inspection, not necessarily just a complaint but the deficiencies that are found during a routine inspection, a 20% inspection, a renewal inspection those are subject to public disclosure. Okay.

HELENA: And Anne I have a question for your regarding CE days. I've never been quite clear as to how we're supposed to claim the hours. Are we supposed to revert to the SIR plan as to how many hours that a child is scheduled for that day.

ANNE CARENTER: No it's whatever they were scheduled to attend. So if they were only scheduled to attend 3 hours if it's not a varied schedule than that's what you should claim. If they were scheduled to be there 8 or 10 hours than that's what you should be claiming.

HELENA: And you can claim hours not just days, is that correct?

CINDY ODELL: Did everybody hear that question? At our sites? No? Becky could you just summarize what the question was and your reply?

BECKY FLEMING-SIEBENALER: The question that was asked to me? The question that was asked to me was whether or not the deficiencies when a licenser goes out and does an inspection if those are subject to public disclosure, and the answer to that was yes.

CINDY ODELL: And then the question about hours was that... to Anne.

ANNE CARPENTER: What was the first part again?

HELENA: I just wanted to clarify as to how when claiming the CE hours as to how a person does that as to whether you claim six hours a day or if you have to refer to the SIR plan as to the number of hours and if you have it setup for 30 hours a week and no specific days.

ANNE CARPENTER: Okay. And the response that I gave her was that providers should be claiming certified enrollment hours based on what the child is scheduled to attend. So if the child is scheduled to attend three hours that day because their on a varied schedule and that's one of their part time days than that's all they should be claiming on that day. If they're scheduled to be there 8 or 10 hours than that is what they should be claiming on the invoice when they're turning in at the end of the month. And so certified enrollment should be based on what the child was scheduled to attend.

CINDY ODELL: Thank you Anne. Further questions Helena? All right then we'll move on to Sidney. Comments or questions Sidney?

SIDNEY: Sidney has no questions or comments.

CINDY ODELL: Thank you Sidney. Glendive?

GLENDIVE: We do have a question. On hold the slot, if a parent is in the hospital for a week and then has another week of at home is childcare covered?

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ANNE CARPENTER: Well actually hold the spot would not be appropriate to use for that situation. We have what's called medical emergency policy and that's what should be used in a situation where a parent needed medical attention and couldn't care for their child. And medical emergency policy can go up to 90 days.

GLENDIVE: And I have another question. Is the history of complaints and the deficiencies online or is that through a licensor?

BECKY FLEMING-SIEBENALER: Right now Becky, its through a licensor. We hope to move in that direction and we will be sending some information out for providers regarding that but right now the history is through the licensor.

CINDY ODELL: Thank you. All right than we'll go to Glasgow.

GLASGOW: Yes, I have a question for Becky. I have a situation where I probably need to talk to you about whether another parent can come in and take that child when the other parent says no she's not allowed as far as custody battle. Is there a number that we can contact you or is there an email?

BECKY FLEMING-SIEBENALER: Absolutely, my direct line is 444-7770. My email is bfleming@mt.gov. I'd be more than happy to discuss this with you.

GLASGOW: Okay, also those complaints, the parents are talking about the providers not doing or whatever. Are we also able to look at them? The providers?

BECKY FLEMING-SIEBENALER: Absolutely – you can look at your file at any time you want to. I will be very honest names of complainants are always removed from the file because that is confidential by state law but absolutely it's your provider file, you're entitled to that.

GLASGOW: Ok.

CINDY ODELL: Thank you Glasgow, we'll go on to Butte.

BUTTE: No comments at this time.

CINDY ODELL: Thank you Butte. Well move on to Dillon.

DILLON: No comments.

CINDY ODELL: All righty, thank you Dillon. How about Havre?

HAVRE: No comments.

CINDY ODELL: I think that was a no. Thank you Havre. We'll go to Kalispell please.

KALISPELL: Yeah I have a question. On the medical appointment who does that count for the child or the parent or...

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ANNE CARPENTER: If the medical appointment is for the child then they're probably not in childcare.

KALISPELL: Let me explain the medical appointment is for the disabled brother to travel to Missoula. The children came, the other siblings came to me and its not on their plan to be paid for on Mondays so what do we do with that one.

ANNE CARPENTER: That one I need to research Lynn, I'm not sure...

KALISPELL: Okay.

ANNE CARPENTER: Well I could comment and then we'll add it to the comments, and I'll answer it there when I've had a chance to research it.

KALISPELL: Okay thanks.

CINDY ODELL: Any other questions Kalispell?

KALISPELL: No.

CINDY ODELL: No? All right then we'll go to Billings.

BILLINGS: No questions or comments.

CINDY ODELL: Thank you Billings. Missoula?

MISSOULA: Yes, the providers here would like to know that if there is a complaint against a provider is the provider notified of that complaint?

BECKY FLEMING-SIEBENALER: Well yeah, because we'll come out and investigate it. If we validate any part of that complaint the provider will receive a deficiency notice. If they are not validated they should be receiving a document from us that states, "thank you for your cooperation we investigated a complaint concerning these issues we did not validate that." Now that is a computer-generated document so it may or may not be happening. If folks are finding that that's not happening give me a holler so that I can make sure that we correct that.

CINDY ODELL: We'll move on to Bozeman than.

BOZEMAN: No questions or comments.

CINDY ODELL: All right thank you Bozeman. We'll then go on to part five Quality Earmarks and Set Asides. Oh that's Bozeman – Linda. You're on.

LINDA KJORSTAD: Thank you. I'm Linda Kjorstad I'm with the Early Childhood Services Bureau. I'm the Best Beginnings Program Officer, and tonight we're going to talk a little bit about the earmarks that the Early Childhood Services Bureau receives. These earmark funds are targeted for certain areas and those areas that are targeted infants and toddlers, resource and referral services and school aged childcare. I will add that the earmarked funds are above and beyond the CCDF funding that we receive. With these monies we have been able to do more programs

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than we would do otherwise. I will be talking about infants and toddlers tonight. We have five targeted programs that we fund with the infant toddler earmarks and that is the infant toddler trainer certification. We have about 10 certified trainers across the state of Montana that offer our Montana infant toddler education training. That is the 60 hour training that many of you have participated in. Our second program is the infant toddler caregiver certification program and that is a certification that the state of Montana gives for those providers who have either earned the certification through the 60 hour infant toddler training or they may have done it through an infant toddler CDA. If they have received an associates degree or bachelors degree and have 30 hours of infant toddler coursework in those degrees than they are eligible for certification. We also have the infant toddler merit pay program and that allows providers to receive merit pay for participating and successfully completing the infant toddler coursework. And we also have the certified infant toddler stipend program, which is a fairly new program that we instituted in 2005. This allows providers who are certified infant toddler caregivers to receive an additional compensation for caring for infants and toddlers, and we also have the infant toddler mini grant program and that allows providers to who are caring for infants and toddlers to be eligible to apply for a mini grant. Centers can receive up to \$1500 and group and home providers can receive up to \$1000. These are offered on a quarterly basis throughout the year and they are, it has been a highly successful program. We always have more applicants than we have money to give out each quarter. We also forgot to mention that under the infant toddler caregiver certification our training program we are in the process of developing infant toddler two coursework and that should roll out hopefully in this next federal fiscal year in 2008. And I will let Anne Carpenter talk about resource and referral services.

ANNE CARPENTER: Okay thanks Linda. Okay, for those of you that are following along in your state plan, the section I'm talking about is located around page 62, in case you are trying to play along there. Anyway, as I mentioned before DPHHS contracts with 12 Montana Childcare Resource and Referral agencies and there's one agency called the Montana Childcare Resource and Referral network that is funded through an earmark but what they are funded to do is enhance that statewide community based services offered by these 12 member agencies. And so the network has targeted two priority areas of service. One target area is school age care and the other is on our R&R Network Services. The R&R Network sponsors quarterly meetings for the 12-member agencies. They try to build collaboration with statewide agents or organizations and agencies to promote quality availability and accessibility to childcare. They provide training and technical assistance in what is referred to as the NAPA referral software program systems, which the R&R agencies use in order to help families find childcare providers. They also build public awareness of childcare and school age issues. And recently there's an increase in public awareness with regard to early childhood, child development and childcare as an economic development issue. And the next slide. The ECSB also awarded a contract to the Montana Resource and Referral Network in regards to school age collaboration. This contract began in federal fiscal year 2007, and it's available for renewing up to five years. Through coordination of a Montana after school network, the Montana Childcare Resource and Referral network wants to improve the availability and quality of school age care statewide. Thank you.

CINDY ODELL: Are we back to Linda?

LINDA KJORSTAD: Alright, the next slide. Quality efforts, which is the 4% set aside. This is the part of the CCDF funding that Chris had mentioned that we spend a minimum of \$924,000. And these programs consist of the Consumer Education Community Services, which is offered through the Childcare Resource and Referral Agencies. We have the childcare provider grants, which are

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the large provider grants, are available as of last week. Then we have the mini grant program, which includes the regular mini grant. This does not include the infant toddler mini grant. This includes our professional development that we are contracted with the Early Childhood Project here at MSU, Bozeman. We have merit pay one. We have the higher ed merit pay. We also have specialized training grants. And we have the mentoring program grants. I'll let all of you know that in this next go around with the mentoring program grant we have increased this to a, from a two year renewable to a three year renewable grant so I think that is good news for many of you that are participating in that. We also have grants for the higher ed coursework in the area of early childhood. These grants are up for a new RP this year. They'll be coming out May – they just came out today or tomorrow. Today or tomorrow?

BOZEMAN: Tomorrow.

LINDA KJORSTAD: Tomorrow. Okay then we have the childcare provider scholarships, which is included in the early childhood project contract. This includes scholarships for accreditation for CDA and CDA renewals. Then we have programs for improving salaries and other compensation to providers. This is done through the practitioner registry at the Early Childhood Project. We have the Childcare Development Specialist Apprenticeship Program in collaboration with our department and the Department of Labor, and we also have the Star Quality Program. So these are all incentives to improve compensation to providers.

LISA MURPHY: I'm Lisa Murphy, I'm also a Program Officer with the Early Childhood Services Bureau and the section that I'm doing is Good Start Growth Smart, and that specifically refers to a voluntary early learning, set of early learning guidelines and our state is in the implementation phase of this. We have two new documents this year, the Montana Early Childhood Connection, Linking Standards and Guidelines for best practices that connect the Montana Early Learning Guidelines with Head Start Performance Standards, Montana Early Care and Education Knowledge Base, Head Start Prisms, and the Montana K-12 standards. This year also new we have the Montana Early Learning Guidelines Fun Family Activities or sometimes referred to as the Family Companion to the Early Learning Guidelines, and we will be beginning on the infant toddler early learning guidelines this year. We also wanted to point out in our, I'll just flip my page here, I'm sorry. This year we have been asked to write a little bit about the assessment of the early learning guidelines, and the way we were are assessing the effectiveness and implementation of the guidelines is through collecting how they are being used throughout the state. Specifically, as a text in our higher education coursework systems. They are being used in Head Start programs, preschool programs, public and private kindergarten, and of course in early childhood, other early care and education settings. We've also been asked if we are assessing the progress of children using measures aligned with the guidelines. The Montana Early Learning Guidelines specifically state that they should not be used in this manner to assess child development or children in any way. So at this point no, we are not assessing based upon the use of the early learning guidelines. As I think they're doing in some states who have state funded Pre-K. And that's all for my slides.

CINDY ODELL: We go back to Linda.

LINDA KJORSTAD: Okay. Libby's going to talk about the state plans for professional development.

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LIBBY HANCOCK: Hi I'm Libby Hancock down here in Bozeman at the Early Childhood Project, and as most of you know we coordinate the Early Care and Education Career Development program for the state. And some of the things that I highlighted on the slide here are, might be of interest to you. We've been working very hard for the last year to rebuild the entire database that manages the practitioner registry, and all the training records, and all the training approval for the state of Montana. The reason we are doing this project is not because we love computer work but because we are trying to keep aligned with national standards for keeping data on the early childhood workforce in America. And our prime goal with all of this is so that we can help promote and enhance policies that will support the early childhood workforce in our country, which as most of us know is fairly in dire straights. So by knowing what we have out there in the early childhood workforce in terms of experience, and education and training we'll be able to drive policy in our country which we think is pretty darn important. We're also this year being more focused on how we do outreach across the state to early childhood providers and practitioners. And we've put in a lot of road time so we're trying to be a little more efficient about that and so with my new partner at the early childhood project, Anne Klaus we will be very clear about what CCR&R districts were going to travel to this year. So we'll be targeting the areas that we haven't been to for a couple of years, and developing a plan to get to those places where we want to make face to face contact with providers in the field. We're always working on increasing and enhancing training and continuing ed opportunities across the state for early childhood folks. And we are trying to link them more and more to the career path and movement on the career path. Helping people become involved in the practitioner registry, and stay active on the practitioner registry from year to year. So that they may access many of these quality initiatives, the Best Beginnings programs that we have available for providers in the state. We are also supporting leadership development at the early childhood project through the Director's Project, which is contracted out to Childcare Plus in Missoula. And they will be having coordinating their third Director Symposium in September in Missoula again. This is a pretty targeted project to really reach out to directors of licensed early childhood programs statewide as we view them as key leaders in the field. And so they have some pretty exciting things planned for the Director's Symposium this year, and have a very active group of center directors representing different geographic locations around the state helping them plan that Symposium this year. So if you haven't been to a Director Symposium and you're a director I would hope that you would think about traveling to Missoula in September in participating in that. It's pretty cool. Some other things we're working on continually are trainer development, and as you know we sponsor adult learning 1, 2 and 3, which is facilitated again by Childcare Plus, Sandra Morris, and Susan Harper-Whelan. And we try to have those events move around the state again so we have good accessibility for people who want to participate and learn more and develop their training skills. We also work closely with both the Montana Childcare Association and the Montana Association for the Education of Young Children in promoting accreditation, and professional development statewide. We do a lot of work on the national scene related to career development. Almost all of the 50 states now have some kind of early care and education professional development program like we do, and we have formed a national alliance with other states to promote the work of registries and career development nationally, and we stay involved with them. There's one more thing I just wanted to say is we go out and travel around the state, and we hear how overwhelming all of these great programs we have for providers and practitioners are in the state of Montana. So we're really trying to help providers in our office take sort of a "stepping-stones" approach to accessing some of the Best Beginnings programs, and to getting on the practitioner registry. And so if you have questions or if you need help to figure out who to talk to or where to go or how to do a mini grant, both, all of the staff in our office and then your Childcare Resource and Referral agencies are able to help you with that. So

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I just wanted everyone to know that there is help, to help you achieve your goals and get the answers you need, and the help you need to be successful in reaching your goals. I think that's it for professional development, and whose slide is next? Health and safety requirements.

CINDY ODELL: I think before we go to Health and Safety we'll do a poll and find out if people have comments and questions. So how about Helena, do we have comments or questions from Helena?

HELENA: No.

CINDY ODELL: Nope. Sidney – do we have comments or questions?

SIDNEY: No comments or questions.

CINDY ODELL: Thank you Sidney. Glendive?

GLENDIVE: None here.

CINDY ODELL: Thank you Glendive. How about Glasgow? Do we still have Glasgow? All right how about Butte?

BUTTE: None at this time.

CINDY ODELL: Okay thank you. Dillon do we have comments or questions.

DILLON: No questions.

CINDY ODELL: Thank you Dillon. Havre?

HAVRE: No questions or comments.

CINDY ODELL: Thank you Havre. Kalispell?

KALISPELL: No questions or comments.

CINDY ODELL: Okay, thank you Kalispell. Billings?

BILLINGS: We have none.

CINDY ODELL: Thank you Billings. Missoula – comments or questions?

MISSOULA: Yes, we have one. And this is for Linda considering the infant toddler certification. Will there ever be a series of renewal credits or classes a person would have to take in order to keep their certification or is this just always going to be a one time shot of the 60 hours and that's good for however long their in the business?

LINDA KJORSTAD: Very good question Barb. We have talked about this and I know that at MECAC and the Quality Committee I know that probably in this next year this will be something that we will be looking at, and you know, exploring the different avenues that are out there for

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that. So at this time, you know it's a one-time shot there is no expiration date on it. So does that answer your question Barb?

MISSOULA: Sure, thanks.

CINDY ODELL: Any other questions from Missoula?

MISSOULA: No.

CINDY ODELL: All right then we'll go to Bozeman – comments or questions?

BOZEMAN: No questions or comments from Bozeman.

CINDY ODELL: All right, thank you. We'll move on to part six then Health and Safety Requirements with Becky.

BECKY FLEMING-SIEBENALER: Okay, this section primarily deals with the licensing program and the legal ramifications of funds being paid under CCDF. In order for CCDF funds to be paid to a childcare provider they have to be legally operating as defined by the state and in Montana we define legally operating providers as those providers who provide center based care, and that's 13 or more children, group care, which is 7 to 12 children with two providers or family care, which is 3 to 6 children with one provider. We also have a category called legally unregistered care, which Angi will talk about in just a minute. Part of the state plan includes reference to the rules, and hopefully all providers know by this time in September of 2006 the department adopted new rules. Whole big set of new rules so where there were changes in those rules there were changes in the state plan. I hope everybody knows what those changes are if not we certainly can spend a few minutes tonight talking about those or you can call me directly and we can discuss those as well. Angi, do you want talk about legally unregistered care?

ANGI RAYFIELD: Oh sure. Hi I'm Angi Rayfield, I work with the LUP program and I'm just going to talk a little bit about this slide. For the legally unregistered providers or also known as LUP or the legally unregistered in-home providers, also known as LUI, which is providers who provide care to one or two children from separate families or the children of one family. They are legal according to state law and as such qualify for CCDF funds but they're not licensed or registered. But they must meet minimum requirements. The following health and safety requirements apply to legally unregistered providers and legally unregistered in-home providers. And just to clarify the difference, LUP's provide care in the home of the provider, and LUI's provide care in the home of the child. Provider's known as legally unregistered providers or LUP are not subject to the same level of health and safety requirements as registered or licensed providers. They must however meet the following requirements: they must be at least 18 years of age, be mentally and physically capable of providing childcare that meets safety, health and other basic childcare requirements. They must have, not have a substantiated report involving harm or physical or sexual abuse to children or adults. They cannot have been convicted of a crime involving harm to children or physical or sexual violence against any person. They cannot be included in the parent's cash assistance payment. They must not be currently diagnosed or receiving therapy or medication for a mental illness or emotional disturbance, which might create a risk to the child in their care. They cannot be chemically dependent upon drugs or alcohol. To provide, they can provide care to the children of one family or if the children are from different families may care for two or fewer children. And they must not be a parent or person acting in local parentis. The

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applicant must also agree to attend an orientation session within 60 days of approval to participate in the program. This orientation training session at a minimum by law and administered rule will consist of at least, the following topics: health protection, child safety, child development and well being, intake record keeping, staffing requirements, universal precautions and insurance requirements. The legally unregistered providers must attend an orientation session within 60 days of approval to participate in the program. This orientation session is designed to give providers information about health and safety standards including information on immunizations, building safety and equipment safety, state payment information, business planning, childcare nutrition and information on creating a positive, developmentally appropriate environment. Therefore LUP, LUI providers are made aware of the requirements through the orientation process. That will be it for me.

CINDY ODELL: Thank you Angi. At this time we will take comments and we will start with Helena. Comments or questions? Thank you Helena. We'll go to Sidney. Comments or questions from Sidney?

SIDNEY: No comments.

CINDY ODELL: Thank you Sidney. Glendive?

GLENDIVE: No comment.

CINDY ODELL: Thank you Glendive? Glasgow? Should we go back to Glasgow later? All right. How about Butte? Comments or questions from Butte?

BUTTE: No – no comments.

CINDY ODELL: Thank you Butte. Dillon?

DILLON: No comments.

CINDY ODELL: Thank you Dillon. Havre?

HAVRE: No comments or questions.

CINDY ODELL: Thank you Havre. Kalispell?

KALISPELL: Here's you're chance.

KALISPELL: Nothing to add at this time.

CINDY ODELL: Thank you. How about Billings?

BILLINGS: None here either.

CINDY ODELL: Thank you Billings. We'll go to Missoula?

MISSOULA: Nothing.

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CINDY ODELL: Thank you Missoula. And Bozeman?

BOZEMAN: No comment.

CINDY ODELL: Thank you Bozeman. We'd like to go back to Glasgow?

GLASGOW: Can you hear us now?

CINDY ODELL: We can hear you now. We don't see you. Any comments or questions from Glasgow?

GLASGOW: No, can you hear us?

CINDY ODELL: Yes. We can hear you.

GLASGOW: No questions or comments. We're all fine here.

CINDY ODELL: At this time we'd like to take any final questions or comments from any of our sites. Should we poll each site Jamie for final questions and comments? All right. Helena any final comments or questions?

HELENA: Nope.

CINDY ODELL: All right thank you for your participation Helena. Sidney – any final comments or questions?

SIDNEY: No.

CINDY ODELL: Nothing. Okay Sidney, thank you. Glendive final comments or questions?

GLENDIVE: None here.

CINDY ODELL: All right, thank you Glendive. Glasgow?

GLASGOW: No comments.

CINDY ODELL: All righty, thank you Glasgow. Butte?

BUTTE: No comments.

CINDY ODELL: Okay thank you Butte. Dillon?

DILLON: No comments.

CINDY ODELL: Okay thank you Dillon. Havre?

HAVRE: No comments or questions.

CINDY ODELL: Thank you Havre. Kalispell?

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KALISPELL: No, and have a pleasant evening.

CINDY ODELL: Excellent you too. Thanks Susan. Billings?

BILLINGS: No comments here.

CINDY ODELL: All righty, thanks Billings. Missoula?

MISSOULA: We're good to go and thank you guys very much.

CINDY ODELL: Thank you everyone in Missoula. And Bozeman?

BOZEMAN: No comments – a pleasant evening to all of you as well.

CINDY ODELL: Thank you. I'd like to remind everyone to please complete your evaluation form that's in your packet, and please note that if there's any other comments that you need to send your written comments by June 15th. I think that these comments and questions will be posted on the website by June 30th. Does everyone know the website? Probably. I'd also like to thank the facilitators and everybody who helped out with tonight especially with the MetNet, and all the computer and technology it was great. And hope everybody has a nice evening.

JAMIE PALAGI: Thank you.

BECKY FLEMING-SIEBENALER: Thanks.

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State Plan METNET Questions and Responses

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HELENA: Okay and I have one other question. When you have children with special needs does that ever include a direct one-on-one or does that just depend on the evaluation.

ANNE CARPENTER: It always depends on the process used to determine the cost of care for that child. And so it might not always include a one-on-one assistant but it possibly could.

HELENA: Well I have kids that could use one-on-one they never evaluate that, they go to school systems and they get one-on-ones. And I just don't quite understand the system, I guess.

ANNE CARPENTER: And they've gone through the application process for special needs?

HELENA: Yup.

ECSB Clarification: The special needs scholarship program is designed to evaluate and determine the actual cost of care for a child with special needs on an individual basis. This cost is different for each child. The process involves the CCR&R Early Childhood Specialist conducting an observation of the child in their early care environment, completing a special needs ratings scale with the provider and parent, and designing a child care plan with the provider and parent.

If providers are unclear on how the process has been completed for a child in their care, they should contact their local CCR&R Early Childhood Specialist and ask for an explanation. The CCR&R Early Childhood Specialist can clarify the process used to determine this cost, the special needs rating scale, and the child care plan designed for the individual child.

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SIDNEY: Okay and we have one more comment about daily rate covering 6 to 10 hour period and why that time frame is so long?

JAMIE PALAGI: I'm not prepared to answer that question. That's a comment that we'll have to take and do some research in regard to our policy manual and we'll respond in our written comments.

ECSB Response: The child care policy manual defines full time child care as six to ten hours per day and thirty or more hours per week on a regular basis. The ECSB uses this definition to establish a daily rate for payment to providers who care for children receiving a Best Beginnings Child Care scholarship.

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In 1999 – 2000, while the ECSB was designing a new computer system, the ECSB researched how other states were making payments to providers and discussed these findings with child care providers through the Montana Early Childhood Advisory Council – Program Policy committee. The ECSB needed to determine a reasonable method of payment for providers. It was determined that the majority of providers charge families a daily rate which ranges from six to ten hours; meaning any time the child is in care for more than six hours a day, the cost of care would be the same cost as if the child was in care for up to ten hours or this was how providers were charging families who were not on state child care scholarship assistance.

The ECSB is responsible to pay providers a reasonable rate and must be able to afford the rates used for each CCR&R district. The ECSB has responded by using a six to ten hour day as a daily rate because it simply could not afford to pay providers at a straight hourly rate. The mission of the ECSB is to increase the affordability, accessibility and quality of child care for families in Montana. By designing a payment system that would allow more families to participate in the Best Beginnings Child Care Scholarship program is accomplishing this goal.

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KALISPELL: Yeah I have a question. On the medical appointment who does that count for the child or the parent or...

ANNE CARPENTER: If the medical appointment is for the child then they're probably not in child care.

KALISPELL: Let me explain the medical appointment is for the disabled brother to travel to Missoula. The children came, the other siblings came to me and its not on their plan to be paid for on Mondays so what do we do with that one.

ANNE CARPENTER: That one I need to research Lynn, I'm not sure.

KALISPELL: Okay.

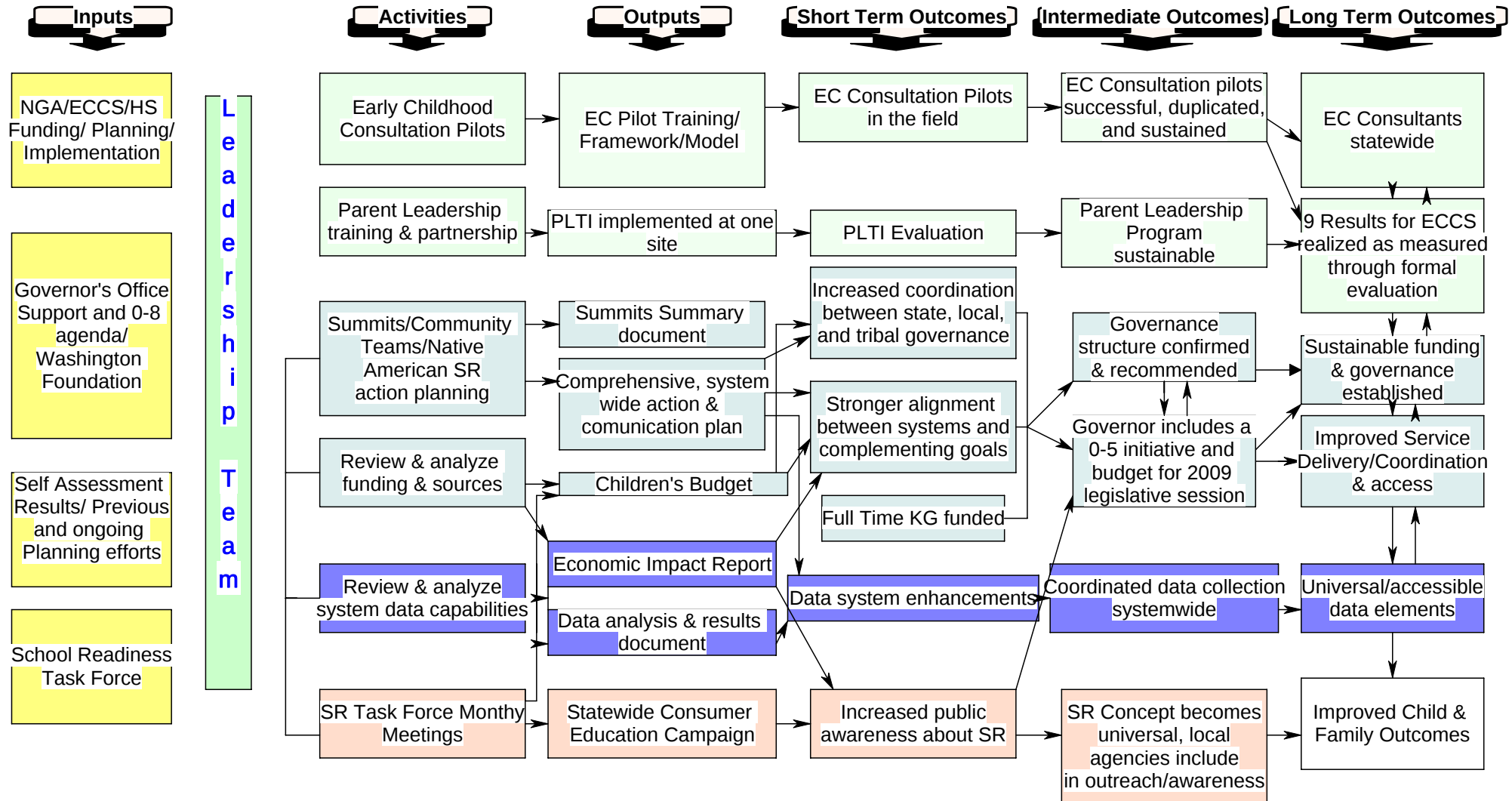
ANNE CARPENTER: Well I could comment and then we'll add it to the comments, and I'll answer it there when I've had a chance to research it.

ECSB RESPONSE: The current policy on medical appointments states, *Parents who meet activity/work requirements may receive a Best Beginnings Child Care Scholarship when they leave work to attend a medical appointment. Additionally, if a medical appointment requires child care and is necessary to increase the parent's ability to work, a Best Beginnings Child Care Scholarship may assist the parent with child care during the appointment.*

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Our current policies do not address parents who are taking other siblings to doctor's appointments and providing care for siblings who need to stay in care while this is occurring. This scenario will be added to the agenda for the next Montana Early Childhood Advisory Council – Program Policy Committee meeting to be discussed. This committee may choose to make recommendations to the ECSB about revising policy to accommodate these circumstances. If the committee chooses to make a recommendation about revising current policy, then the ECSB must decide with the guidance of the division administrator whether or not it can be done.

Theory of change: Developing a coordinated, sustainable governance structure, unifying data collection & dissemination, & creating statewide public awareness that will improve inclusive service delivery & long-term outcomes for children & families in Montana.



Invoice Number: 35585

This form is for the billing period of 09/01/2002 – 09/30/2002. You must complete and return it by 09/30/2002. Failures to complete, sign, and return this form may result in delay of your child car payment. If you have any questions please contact your local R&R Office. Please return this form to: Brandi D 1423 West Babcock Bozeman, MT 59715.

FACILITY INFORMATION

THE CHILDREN'S PLACE
1216 WEST LINCOLN
BOZEMAN MT 59715

Provider ID: PV83071

Tax ID:

Phone:

PARENT INFORMATION

Name:

Case ID:

Address:

PROVIDER RATES

	Rate Changes			
	Daily	Hourly	Daily	Hourly
Infant				
Child				

CO-PAYMENT INFORMATION

Co-pay Obligation for September \$0.00

Co-pay Paid in September

Total Payment to Provider

Provider Messages to R&R

I certify that the services are provided without regard to race, sex, religion, creed, color, or national origin and that this claim is correct in all respects an that payment has not been received.

Provider Signature

Date _____

Child:

DOB:

[illegible]

Montana Department of Public Health & Human Services CHILD CARE	Section: Overview – Best Beginnings Child Care Scholarships Subject: Child Care Scholarship Rates
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Supersedes: **Child Care 1-4 (9/01/06)**

References: **Sections 37.80.101, .102, .206, 305, 306, 316 ARM. 52-2-704 & 53-4-601 MCA 45 CFR Part 98.43**

General Rule The Best Beginnings Child Care Scholarship program is designed to assist low-income families to access and afford quality child care. The Best Beginnings Child Care Scholarship program helps families pay for child care while they are working, working and attending school, attending high school, or participating in TANF FIA/EP activities.

Child Care Provider Market Rate Survey Every two years, the Early Childhood Services Bureau (ECSB) conducts a market rate survey of child care providers as a basis for recommending district child care rates. The survey is derived from data in the CCUBS computer system.

➤ If funding is available, the ECSB provides families with a level of Best Beginnings Child Care Scholarship that allows access to 75% of the child care facilities in their district. Scholarship rates effective July 1, 2006 are based on the 75th percentile of the June 30, 2006 Market Rate Survey.

ECSB Pays the Lower Rate Best Beginnings Child Care Scholarship payments are made at the CCR&R district scholarship rate or the provider's rate, whichever is lower. Child care providers report their current rates to their CCR&R. The CCUBS computer system compares the provider's rate to the district scholarship rate, and pays the lower of the two rates. Child care providers may not charge the State a higher rate than they charge the public.

Parents are responsible for any over-and-above or additional fees a provider may charge.

Montana Department of
Public Health & Human Services

Section:

**Overview – Best Beginnings Child Care
Scholarships**

CHILD CARE

Subject:

Child Care Scholarship Rates

**Provider Shall
Report Rate
Changes**

Participating child care providers must report their current rates for private-pay families to the CCR&R. The rate change will be effective on the date the change was reported to the CCR&R or the date the provider indicates, whichever is later. A change in provider type does not automatically result in a rate change for the provider.

Providers may notify the CCR&R agency in changes to their rates by:

- ☐ written notification on an invoice and the date on which the rate is to effective, so long as the adjustment is not requested to start prior to the CCR&R receiving the notice;
- ☐ written document to the CCR&R indicating the date the rate should be adjusted, so long as the adjustment is not requested to start prior to the CCR&R receiving the notice;
- ☐ child care service plan.

Montana Department of
Public Health & Human Services

Section:

**Overview – Best Beginnings Child Care
Scholarships**

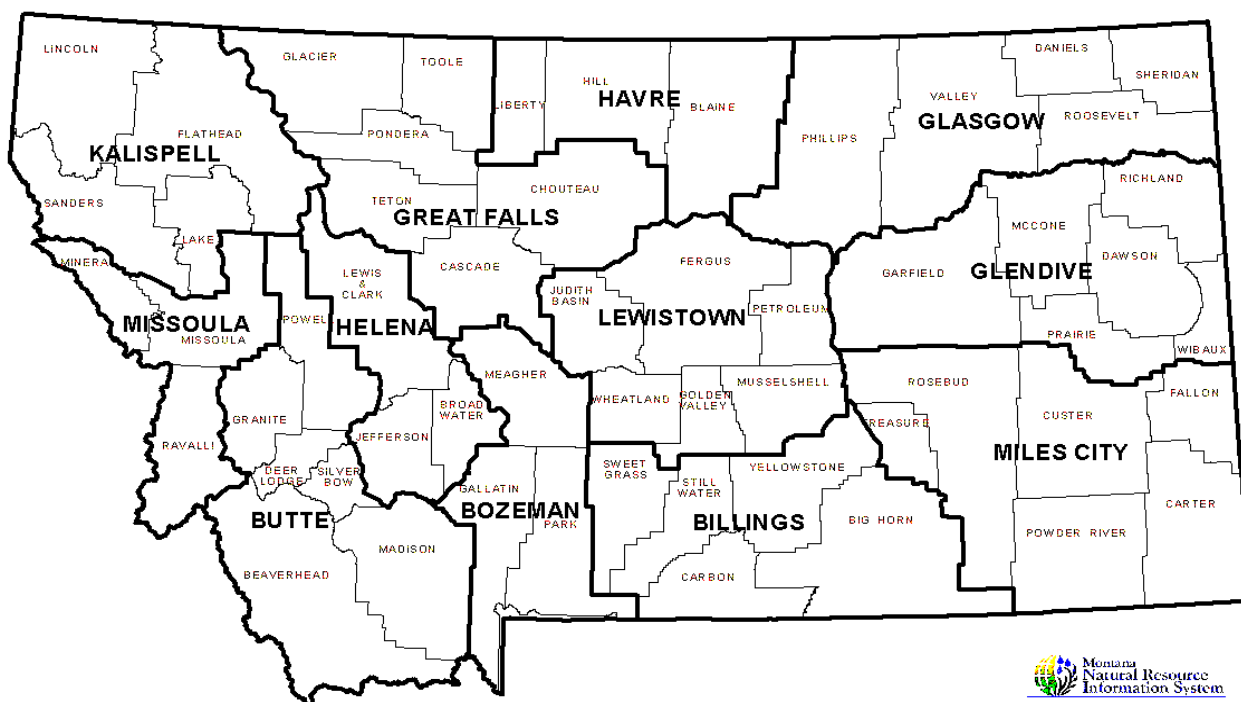
CHILD CARE

Subject:

Child Care Scholarship Rates

Montana Child Care Resource and Referral Locations

Department of Public Health and Human Services



Montana
Natural Resource
Information System
2-26-99 vw-21-99

District Child Care Reimbursement Rates



Currently, licensed and registered child care facility district rates are set at the 75th percentile of a June 2006 market rate survey. Scholarship rates are rounded to the nearest ten cents (\$0.10).

Since legally unregistered providers (LUPs) are generally not subject to market demands, LUP scholarship rates are set at 75% of the corresponding family rate survey.

Montana Department of
Public Health & Human Services

Section:

**Overview – Best Beginnings Child Care
Scholarships**

CHILD CARE

Subject:

Child Care Scholarship Rates

Child Care Region Name

County Name

Billings

HRDC District 7 CCR&R

Big Horn

Carbon

Stillwater

Sweet Grass

Yellowstone

	Child Daily	Child Hourly	Infant Daily	Infant Hourly
Center	\$25.00	\$4.50	\$29.00	\$5.50
Family	\$21.00	\$4.00	\$25.00	\$4.00
Group	\$23.00	\$4.50	\$25.30	\$5.00
LUP	\$15.80	\$3.00	\$18.80	\$3.00

Bozeman

Child Care Connections

Gallatin

Meagher
Park

	Child Daily	Child Hourly	Infant Daily	Infant Hourly
Center	\$28.00	\$5.00	\$32.00	\$5.50
Family	\$24.00	\$3.90	\$26.30	\$4.30
Group	\$28.00	\$5.40	\$28.00	\$5.50
LUP	\$18.00	\$3.00	\$19.80	\$3.30

Butte

Butte 4C's

Beaverhead

Deer Lodge

Granite

Madison

Powell

Silver Bow

	Child Daily	Child Hourly	Infant Daily	Infant Hourly
Center	\$22.00	\$3.80	\$22.30	\$4.50
Family	\$22.00	\$3.00	\$22.00	\$3.10
Group	\$22.00	\$3.50	\$22.00	\$4.00
LUP	\$16.50	\$2.30	\$16.50	\$2.40

Glasgow

Hi-Line Home Programs, Inc

Daniels

Phillips

Roosevelt

Sheridan

Valley

	Child Daily	Child Hourly	Infant Daily	Infant Hourly
Center	\$22.80	\$2.80	\$23.50	\$2.60
Family	\$20.00	\$2.50	\$22.50	\$2.50
Group	\$19.00	\$2.10	\$21.40	\$2.50
LUP	\$15.00	\$1.90	\$16.90	\$1.90

Montana Department of
Public Health & Human Services

Section:

**Overview – Best Beginnings Child Care
Scholarships**

CHILD CARE

Subject:

Child Care Scholarship Rates

Glendive DEAP CCR&R	Dawson		Child Daily	Child Hourly	Infant Daily	Infant Hourly
	Garfield	Center	\$20.70	\$2.50	\$24.20	\$3.00
	McCone	Family	\$20.00	\$2.50	\$20.60	\$2.60
	Prairie	Group	\$20.00	\$2.60	\$21.10	\$2.90
	Richland Wibaux	LUP	\$15.00	\$1.90	\$15.50	\$2.00

Great Falls Family Connections	Cascade		Child Daily	Child Hourly	Infant Daily	Infant Hourly
	Chouteau	Center	\$25.00	\$4.50	\$33.00	\$6.50
	Glacier	Family	\$20.00	\$3.50	\$22.00	\$3.50
	Pondera	Group	\$22.00	\$3.90	\$22.30	\$4.00
	Teton Toole	LUP	\$15.00	\$2.70	\$16.50	\$2.70

Havre District IV HRDC Child Care Link	Blaine		Child Daily	Child Hourly	Infant Daily	Infant Hourly
	Hill	Center	\$20.30	\$3.00	\$22.70	\$3.40
	Liberty	Family	\$21.00	\$3.00	\$22.00	\$3.00
		Group	\$23.50	\$3.60	\$24.30	\$4.00
		LUP	\$15.80	\$2.30	\$16.50	\$2.30

Helena Child Care Partnerships	Broadwater		Child Daily	Child Hourly	Infant Daily	Infant Hourly
	Jefferson	Center	\$22.00	\$5.00	\$27.00	\$5.60
	Lewis and Clark	Family	\$20.00	\$3.00	\$21.50	\$3.50
		Group	\$20.80	\$4.00	\$25.00	\$4.30
		LUP	\$15.00	\$2.30	\$16.20	\$2.70

Montana Department of
Public Health & Human Services

CHILD CARE

Section:

Overview – Best Beginnings Child Care Scholarships

Subject:

Child Care Scholarship Rates

Kalispell The Nurturing Center	Flathead		Child Daily	Child Hourly	Infant Daily	Infant Hourly
	Lake	Center	\$25.10	\$3.80	\$29.00	\$4.00
	Lincoln	Family	\$22.30	\$3.80	\$25.00	\$4.00
	Sanders	Group	\$24.00	\$4.00	\$25.00	\$4.50
		LUP	\$16.80	\$2.90	\$18.80	\$3.00

Lewistown HRDC District VI Child Care Link	Fergus		Child Daily	Child Hourly	Infant Daily	Infant Hourly
	Golden Valley	Center	\$19.80	\$4.00	\$21.70	\$4.10
	Judith Basin	Family	\$18.80	\$3.40	\$21.70	\$3.70
	Musselshell	Group	\$21.30	\$4.00	\$22.10	\$4.00
	Petroleum Wheatland	LUP	\$14.10	\$2.60	\$16.30	\$2.80

Miles City DEAP CCR&R	Carter		Child Daily	Child Hourly	Infant Daily	Infant Hourly
	Custer	Center	\$18.30	\$2.10	\$21.00	\$2.20
	Fallon	Family	\$20.00	\$3.00	\$20.00	\$3.00
	Powder River	Group	\$20.00	\$3.00	\$20.00	\$3.00
	Rosebud Treasure	LUP	\$15.00	\$2.30	\$15.00	\$2.30

Missoula Child Care Resources	Mineral		Child Daily	Child Hourly	Infant Daily	Infant Hourly
	Missoula	Center	\$ 25.40	\$4.00	\$27.90	\$4.70
	Ravalli	Family	\$ 22.00	\$4.00	\$24.00	\$4.00
		Group	\$ 24.00	\$4.30	\$25.00	\$4.50
		LUP	\$ 16.50	\$3.00	\$18.00	\$3.00

Montana Department of
Public Health & Human Services

Section:

**Overview – Best Beginnings Child Care
Scholarships**

CHILD CARE

Subject:

Child Care Scholarship Rates

STATE

	Child Daily	Child Hourly	Infant Daily	Infant Hourly
Center	\$25.00	\$5.00	\$30.00	\$5.50
Family	\$22.00	\$3.50	\$24.00	\$4.00
Group	\$23.00	\$4.00	\$25.00	\$4.50
LUP	\$16.50	\$2.70	\$18.00	\$3.00

Infant Care Rate

The infant care rates apply to infants from birth through their 23rd month. Rates for children age 2+ apply beginning on the child's second birthday.

Out-of-State Rate

The Out-of-State Rate indicated in the rate table is used when child care occurs in facility located outside Montana.

**Children with Special
Needs**

The scholarship rate for a child with special needs may vary, based upon the care requirements of the child. The scholarship rate is determined on a Special Needs Subsidy Rating Scale. Section 1-4a of this manual outlines the special needs rate application process.

The scholarship rate for a child with special needs under CPS care is requested by the DPHHS Social Worker and must include documentation from a physician, psychologist, or licensed social worker. The special-needs child rate is subject to approval by the DPHHS community social work supervisor. See Section 4-1.

**Tiered Reimbursement
for Star Providers**

Child care providers who qualify for a one-star quality child care rating will receive 110% of the respective child care rate established for the CCR&R district in which they operate.

Montana Department of
Public Health & Human Services

CHILD CARE

Section:

**Overview – Best Beginnings Child Care
Scholarships**

Subject:

Child Care Scholarship Rates

Child care providers who qualify for a two-star quality child care rating will receive 115% of the respective child care rate established for the CCR&R district in which they operate.

Payment must be made to the provider when the provider participates in the Tiered Reimbursement program. The 10-15% “quality bonus” is intended to benefit the higher quality child care provider as well as allowing parents access to high quality care.

The Tiered Reimbursement program is detailed in section 7-1 of this child care manual.

Attachment 3.2 B

Provide a summary of the facts relied on by the State to determine that the attached rates are sufficient to ensure equal access to comparable child care services provided to children whose parents are not eligible to receive child care assistance under the CCDF and other governmental programs. Include, at a minimum:

- The month and year when the local market rate survey(s) was completed: **June, 2007.** (§98.43(b)(2))
- A copy of the **Market Rate Survey instrument** and a summary of the results of the survey are provided as **Attachment 3.2B**. At a minimum, this summary should include a description of the sample population, data source, the type of methodology used, response rate, description of analyses, and key findings (**See Guidance for additional information.**)

Summary of the Results

Sample Population

The ECSB sent Market Rate Survey letters to all active registered and licensed child care facilities in the state. The Market Rate Survey was sent to approximately 1191 providers in Montana. The return rate was approximately 69.9%.

Data Source

The data source for conducting the 2007 Market Rate Survey was the Child Care Under the Big Sky (CCUBS) computer system. The ECSB was able to pull a list of addresses to mail the Market Rate Survey letter for all currently registered or licensed family, group and child care center providers.

Type of Methodology

Before the market rate survey analysis, Montana sends a letter to each child care provider, requesting that current rates be updated on CCUBS, through their local Child Care Resource and Referral agency. The letter points out the need for current rates, even if the provider does not currently serve subsidized children. The survey is completed in a 15-day period. The provider is responsible to mail the tear off postcard attached to the Market Rate Survey letter and mail to their local child care resource and referral agency. The child care resource and referral agency inputs the data into the CCUBS system. When the time frame for providers to send in their postcards has expired, the ECSB pulls a report to analyze all rates by each district, age of child, and type of facility.

Child Care Resource & Referral District – see attachment ‘A’	Child Care Setting	Type of Child Care
Billings Bozeman Butte Glasgow Glendive Great Falls Havre Helena Kalispell Lewistown Miles City Missoula Montana Out-of-State Rate <i>(Used for out-of-state child care facilities serving Montana foster care children and for providers licensed or registered in a neighboring state yet serving children who reside in Montana)</i>	Child Care Center Group Child Care Home Family Child Care Home Legally Unregistered Provider <i>(Includes in-home care)</i>	Age 2+, Daily Age 2+, Hourly Infant, Daily Infant, Hourly

A copy of the Market Rate Survey letter is found on the next page. Current provider rates can be found in Attachment 3.2 A.

Montana conducted a market rate survey in June, 2007. Montana uses district rates to facilitate access to care in areas where families and providers experience a higher cost of living. Provider rate data is extracted from the Child Care Under the Big Sky (CCUBS) computer system and sorted by three categories for statistical analysis: 1) geographic location, 2) child care setting, and 3) type of child care.

Response Rate

The Market Rate Survey was sent to approximately 1191 providers in Montana. The return rate was approximately 69.9%.

Description of Analysis

Before the market rate survey analysis, Montana sends a letter to each child care provider, requesting that current rates be updated on CCUBS, through their local child care and referral agency. The letter points out the need for current rates, even if the provider does not currently serve subsidized children.

Montana conducted a market rate survey in June, 2007. Montana uses district rates to facilitate access to care in areas where families and providers experience a higher cost of living. Provider rate data is extracted from the Child Care Under the Big Sky (CCUBS) computer system and sorted by three categories for statistical analysis: 1) geographic location, 2) child care setting, and 3) type of child care.

The State is interested in helping families afford quality child care for the same price the public pays. The Best Beginnings Child Care Scholarship Program balances the need for families to access quality care and the need to serve as many low-income families as possible. Maintaining rates at the 75th Percentile ensures that scholarship families can afford to purchase child care services at most (75%) of the programs available in their area. A family may choose to supplement their scholarship and select a higher cost program.

Rates are calculated by analyzing current provider rate information for each geographical area. If 100 child care providers line up according to their rates, provider number 75 represents the 75th Percentile. The 75th Percentile is higher than the median rate and it is usually higher than the average rate. Note that the 75th Percentile is not 75% of an average rate.

By providing scholarships at the 75th percentile, the State enables a family to shop in 75% of the child care market and to afford a quality child care program. Depending on budget conditions, the State tries to adjust rates every year.

Key Findings

Rates for Centers, Group and Family Homes will be set at the **75th percentile** of the 2007 Market Rate Survey effective July 1st, 2007. Because there is no “market” for Legally Unregistered Provider (LUP) or Legally Unregistered In-home (LUI) care, LUP/LUI rates are set at 75 percent of the corresponding Family Home rates.

Child Care Center means an out-of-home place in which day care is provided to 13 or more children on a regular basis.

Family Child Care Home means a private residence in which day care is provided to three to six children on a regular basis. In addition to the previous defined language found at 52-2-703, MCA, the term also means: a day care facility providing care to no more than three children under two years of age unless care is provided for infants only.

- For facilities providing care only for infants, family day care home means a place in which child care is provided for up to four infants. No other children shall be in attendance.

Group Child Care Home means a private residence or other structure in which day care is provided to seven to twelve children on a regular basis. In addition to the previous defined language found at 52-2-703, MCA, the term also means a day care facility providing care to seven to twelve children with no more than six children under two years of age, unless care is provided for infants only.

- For facilities providing care only for infants, group day care home means a place in which child care is provided for up to eight infants. No other children shall be in attendance.

Legally Unregistered Provider (LUP) means a person providing child care to two separate children of separate families or all of the children in one family and approved by the State for payment purposes. LUPs are not required to be registered or licensed as a child care facility and are not preschool or drop-in facilities, including providers whose child care services are provided in the home of the parents, for which a payment number (PV) has been established.

LUI means a legally unregistered provider caring for children in the parent's home including At-Home Relative Care.

Montana allows payment for more than a full day of child care in a 24-hour period. A child care 'day' is defined as 6 to 10 hours. To accommodate families who must be away from their children longer than 10 hours a day, we pay an hourly rate for care in excess of 10 hours in one day. For care of 16 or more hours/day, we will pay another full day of child care in a 24-hour period.

The Montana Statewide Rate is used when paying out-of-state child care facilities that serve Montana's children who are in out-of-state foster care placements and for providers licensed or registered in a neighboring state yet serving children who reside in Montana.

Montana requires child care providers to notify the State of their rates as a prerequisite to issuing payment for child care services. The Child Care Under the Big Sky (CCUBS) computer system looks for the provider rate before an invoice is processed. This procedure ensures that Montana is paying the provider's rate, if the District rate is higher than the provider's rate. It also ensures that Montana is informed of provider rates statewide.

COPY OF MARKET RATE SURVEY INSTRUMENT

June 1, 2007

Dear DIRECTOR/OWNER:

The Early Childhood Services Bureau is in the process of collecting current child care market rate information. This information is used by the ECSB to determine the Best Beginnings Child Care Scholarship Reimbursement Rates for the state. By completing and returning the attached postcard, your CCR&R will update your rates in CCUBS. The ECSB uses this information to obtain a report from the Child Care Under the Big Sky (CCUBS) computer system in order to analyze child care rates in each of the 12 Child Care Resource & Referral (CCR&R) districts. This report is commonly referred to as the Market Rate Survey. It is important for all facilities to return rate information to the CCR&R regardless of whether or not the facility serves Best Beginnings Child Care Scholarship families.

The bureau collects rate information to determine the 75th percentile of the market rate for each CCR&R district, by facility type and age group. When reimbursement rates are adjusted to the 75th percentile, the scholarship provides families with the resources to select from approximately 75% of the child care facilities in the district. Results from this Market Rate Survey may become effective July 1, 2007.

The department is requesting your help with this process. Please fill out and mail the attached self-addressed and stamped postcard to your local Child Care Resource & Referral Agency by June 15, 2007, even if your rates have not changed. Please review your rate information for accuracy and provide any updates to your CCR&R at this time. Your current rates are located in the table at the bottom of this letter. If you have any questions about the Market Rate Survey, please contact your CCR&R: **CCR&R NAME at CCR&R PHONE NUMBER or CCR&R 800 NUMBER**

We greatly appreciate your prompt assistance in collecting this information.

Sincerely,

Anne Carpenter

DPHHS/ECSB Child Care Policy Program Specialist

The CCUBS system currently lists the following rates for your facility:

Family Child Care	Hourly	Daily
Child (2 yrs +)	\$x.xx	\$xx.xx
Infant	\$x.xx	\$xx.xx

COPY OF MARKET RATE SURVEY POSTCARD

**DEPARTMENT OF PUBLIC HEALTH & HUMAN SERVICES
EARLY CHILDHOOD SERVICES BUREAU
2007 MARKET RATE SURVEY**

PROVIDER ID

PROVIDER NAME

Do you have changes to your current rates that are in CCUBS?

- ☐ **NO** (Please return this Postage Paid post card as is)
☐ **YES** (Please provide updated rate information below and return)

Family Child Care	Hourly*	Daily*	Monthly
Child (2 yrs +)			
Infant			

If your facility uses a different rate system, Please convert to these rate types. *We must have Hourly and Daily Rate Information

**PLEASE
MAIL POST
BY
JUNE 15,
2007**

**STATE OF MONTANA
DEPARTMENT OF PUBLIC HEALTH & HUMAN SERVICES
EARLY CHILDHOOD SERVICES BUREAU
PO BOX 202925
HELENA, MT 59602**

CCR&R
CCR&R MAILING ADDRESS
CITY STATE ZIP

**MARKET RATE SURVEY
RESPONSE NEEDED
OPEN IMMEDIATELY**

Income Table for Non-TANF Child Care Scholarships	Income Type	Count
Adoptive Support Services:	Excluded	No
Agent Orange Settlement Payments:	Excluded	No
Alaska Native Claims Settlement Act Tax Exempt Payments:	Excluded	No
Alien Sponsor Deemed Income:	Excluded	No
AmeriCorps VISTA: The living allowance (stipend) received by participants in the AmeriCorps Program is counted as earned income.	Employment	Yes
Annuity Income: Cash <u>received</u> , and <u>available earnings</u> , from an annuity are countable. Dividends and interest available to individuals are countable, even though these earning may be reinvested.	Interest, Dividend, Royalty	Yes
Assistance Payment from Other State:	Cash Assistance	Yes
Bonus Income:	Tips or Bonuses	Yes
Bureau of Indian Affairs General Assistance Benefits:	Cash Assistance	Yes
Capital Gains from Sale of Personal Property: Capital gains income, resulting from the sale of real or personal property, such as a primary residence, is treated as a lump sum payment.	Lump Sum	Yes
Capital Investment Returns: Returns from capital investments are counted. If the individual is actively engaged in the management of the investment, this may be "Self-employment Income."	Interest, Dividend, Royalties	Yes
Cash Contributions: Cash contributions directly available to the applicant or participant, regardless of the intended use, are counted as unearned income. EXAMPLE: A non-family member gives the caretaker relative \$150 cash to make her car payment. This is a cash contribution directly available to her. However, if the car payment is made directly to the vendor, it is not counted as available to the individual; the payment becomes a "third-party vendor payment."	Other Income	Yes
Child Support "In Excess" Payments:	Child Support	Yes
Child Support Arrearage Amount:	Child Support	Yes

Attachment 3.3.2

Income Table for Non-TANF Child Care Scholarships	Income Type	Count
Child Support: Child support income retained by the parent is counted. Prospect the net amount and disregard CSED fees withheld from child support payments. If child support income is irregular, average the income over a period. EXAMPLE: A family begins receiving child support, which comes very irregularly. One payment of \$150 is received in January; another payment of \$75 is received in July. Since the child support is very unpredictable, you are unable to prospect the income. However, if there is a history of year or more, child support may be averaged and prospected.	Child Support	Yes
Child-Only TANF Cash Grant:	TANF Cash Assistance	Yes
College Work Study: Work-study hours count toward the minimum hourly work requirement. NOTE: CCR&Rs count the work hours and the income, while OPA may exclude this as educational income	Employment	Yes
Commissions, Salary or Wages:	Employment	Yes
Community Spouse Income Maintenance Allowance: (Not likely seen in child care families.)	Other Income	Yes
Contract for Deed: The income received, whether principal and/or interest, is counted as unearned income.	Other Income	Yes
Dependent Child's Earned Income – Attending School: The earned income of a dependent child who is attending elementary or high school, regardless of age, is excluded.	Excluded	No
Dependent Child's Earned Income – Not Attending School: A dependent child's income is counted, unless the child is attending school.	Employment	Yes
Disability Benefits:	Disability Benefits	Yes
Disabled Children of Female Vietnam Veterans: Veterans Administration payments to disabled children (now adults) of females who served in Vietnam between February 1961 and May 1975 are excluded.	Excluded	No
Disaster Relief Act: Payments issued because of a Presidential emergency declaration or major disaster, as amended, are excluded. This applies to government and disaster assistance organization payments to individuals.	Excluded	No
Dividend, Interest & Royalty Income: Personal interest, dividend, and royalty income are countable.	Interest, Dividend, Royalty	Yes

Attachment 3.3.2

Income Table for Non-TANF Child Care Scholarships	Income Type	Count
Divorce Settlement: A divorce settlement is the division of a couple's assets or resources; it is not income. (However, ongoing child support or alimony payments are counted as income.)	---	No
Earned Income Tax Credit (EITC): The applicant or participant may receive the EITC with his/her regular wages. The EITC amount should be noted on the wage stubs. EITC may also be received with the individual's annual federal tax refund.	Excluded	No
Educational Income: Educational grants, loans, scholarships, and VA educational payments are not countable income. If the amount is received in a large sum, reduce the income to a monthly amount for the intended period on CCUBS. NOTE: See 'College Work Study' regarding the minimum hourly work requirement.	Educational Grant or Loan Assistance	No
Employer Paid Insurance or Child Care Benefits Employer contributions toward health or group life insurance, medical expenses, and child care expenses. This includes employer paid flexible benefits, which are not cashable to the employee. EXAMPLE: State Share Credit	Excluded	No
Family Saving for Tomorrow Program (Asset for Independence Act): Family Saving for Tomorrow Program payments are made to a vendor on behalf of the participant. Participants agree to chose set a specific savings goal, either a down payment on a house, start-up costs of a business, or tuition for post-secondary education. The family makes monthly savings deposits, from earned income, for up to three years and receives a two-to-one match on their savings. The match is not counted as income in determining child care scholarship eligibility.	Excluded	No
Farm Income:	Self- Employment	Yes
Farm Loss: A farm loss may not reduce income from other sources, so the amount must be zero.	Self- Employment	No
Federal Trade Adjustment Assistance (TAA) Retraining Funds: TAA supplements Unemployment Insurance benefits to retrain participants and move them back into the workforce. The participant's job skills are evaluated. Retraining benefits are paid directly to a school for a participant's tuition and books. Benefits are also available to cover the participant's rent and utilities, if the participant must maintain a second residence while attending school. While away from the main household, the participant may receive subsistence per diem, based on CONUS rates. NOTE: Unemployment compensation is separate and countable income.	Educational Grant or Loan Assistance	No

Attachment 3.3.2

Income Table for Non-TANF Child Care Scholarships	Income Type	Count
Federal Trade Adjustment Assistance (TAA) Supportive Services: TAA supplements Unemployment Insurance benefits to retrain participants and move them back into the workforce. Job Search Funding: Travel expenses are reimbursed based on receipts, for the participant to interview for a new position. Reimbursement is limited to \$1,250 per participant. Relocation Funding: Moving expenses, up to \$1,250, are reimbursed for the participant, and their family, who relocates to take a new job or attend school. Relocation Benefit: A \$1,250 benefit is available to assist in establishing the family after relocating. TAA Supplemental Discretionary Grant: A TAA participant may apply, based on financial need, for emergency assistance. The emergency assistance must be for, or directly related to the participant, not the participant's family members. Examples include the following: ☐ Rent (emergency) ☐ Vehicle Repair ☐ Medical Need ☐ House Repair ☐ Child Care (e.g. training for the participant) NOTE: Offer a Best Beginnings Child Care Scholarship, if possible. Child care benefits should be coordinated to ensure correct payment. NOTE: Unemployment compensation is separate and countable income.	Excluded	No
Flexible Benefits – Employee Option: Flexible benefits, which are voluntarily withheld for a paycheck, are countable wages. The employee exercises the option of contributing to a flex plan or taking the wages in cash.	Employment	Yes
Food Stamp Benefits: The CCDF requires states to report Food Stamp participation on the ACF-801. Record the amount of the food stamp allotment. The amount is not counted as income for eligibility purposes. ⇒ Verify Food Stamp Benefits on the TEAMS TAFS/TAF3 screen 'AMT' column.	Food Stamps	No
Foster Care Income and Supportive Services: Payments that are specified in the appropriate foster care plan. TEAMS income code 'FC CI' (child in) or 'FC CO' (child out)	Excluded	No

Attachment 3.3.2

Income Table for Non-TANF Child Care Scholarships	Income Type	Count
Garnishment: A garnishment is not subtracted from the individual's gross income. Use the income code that corresponds to the source of the garnished income. EXAMPLE: Garnishment amounts from unemployment benefits are coded "Unemployment Compensation." EXAMPLE: A child support garnishment of a paycheck is coded "Employment" income.	?	Yes
GI Bill (or Veterans' Administration Education Payments) . . . are excluded, provided the participant is attending an institution of higher education/training.	Educational Grant or Loan Assistance	No
Gifts - \$50/Individual or Less: Small cash gifts, up to \$50 per gift per individual, may be excluded. A gift presented to the entire assistance unit is considered as equally divided among the members.	Excluded	No
Gifts - Over \$50/Individual: Large Gifts over \$50 per individual shall be considered contributions.	Other Income	Yes
Government Pension:	Pension or Retirement	Yes
Housing Voucher or Cash: CCDF requires states to report housing subsidy participation on the ACF-801. The amount is not included as income for eligibility purposes. (Do not enter student housing.) NOTE: It is not necessary to verify the client's statement regarding housing participation. NOTE: While Montana does not count housing benefits when determining eligibility, the federal ACF-801 report asks about housing participation. If the family receives housing benefits, enter one dollar (\$1) in CCUBS as 'Housing' to identify the family's participation. This will cause the ACF-801 to report this benefit in a Yes/No format, while not counting the income for eligibility purposes.	Housing Voucher	No (\$1)
HUD Family Self-Sufficiency (FSS) Program Escrow Account Interest:	Excluded	No
Incentive Payments . . . designed to encourage participation in Public Assistance Programs:	Excluded	No

Attachment 3.3.2

Income Table for Non-TANF Child Care Scholarships	Income Type	Count
Indian (Native American) Countable Income: Countable income includes, but is not limited to the following: ☐ Bureau of Indian Affairs (BIA) income ☐ Farm and grazing lease income ☐ Interest income ☐ Mineral rights income ☐ Oil and gas royalties income ☐ Transfers of countable monies from other Indian agencies	Other Income	Yes
Indian (Native American) Excluded Income: Exclude the following income: ☐ Income derived from sub marginal lands ☐ Interest earned on excluded funds ☐ Judgment claim income ☐ Per capita payment income, from funds held in trust distributed to enrolled members (a.k.a. BIA check) ☐ Up to \$2,000 per year of income received by individual Indians which are derived from leases or other uses of individually-owned trust or restricted lands	Excluded	No
In-Kind Income – Earned or Obligated for Housing or Food: The value of earned, or obligated, in-kind income is the current value of the service provided. An earned, or obligated, third party vendor payment is counted as in-kind income if: ☐ The value of the payment <u>is earned and contributes housing or food to the employee</u>, or; ☐ The value of the payment <u>is legally obligated</u> to the family. And; ☐ A third party pays a vendor, benefiting the family ☐ Cash is not available to the family This does not include employer paid benefits unrelated to housing or food, such as health insurance premiums or child care benefits. EXAMPLE: An individual receives housing in exchange for general maintenance services. The earned in-kind earnings are valued at the amount of the rent. EXAMPLE: An employer pays the rent as an employment benefit. The value of the rent is countable in-kind income. EXAMPLE: Money legally obligated to the household, but diverted to a third party to pay a household expense.	In-Kind (Earned/ Obligated)	Yes

Attachment 3.3.2

Income Table for Non-TANF Child Care Scholarships	Income Type	Count
In-Kind Income - Unearned: A third party payment made as gift to the family may be excluded: ☐ The value of the payment is not legally obligated to the family, or; ☐ The benefit is not tied to the employee's earnings, such as the value of uniforms, group health insurance, or child care benefits available to all persons employed. And; ☐ A third party pays a vendor, benefiting the family ☐ Cash is not available to the family. EXAMPLE: The participant's father pays \$100 of the participant's rent directly to the proprietor.	Excluded	No
Insurance Settlement: Proceeds of Fire or Casualty Ins. Claim used to recoup for the loss or casualty within three months of receipt. The insurance money must be signed over to the person or company who will do the repairs or otherwise disposed of within this period.	Excluded	No
Interest, Dividend or Royalty Income: Personal interest, dividend, and royalty income are countable.	Interest, Dividend, Royalty	Yes
Irregular or Infrequent Income:	Other Income	Yes
Jury Duty: The income received, less per diem allowance, is counted. EXCEPTION: If the individual provides verification that the payment was given to his/her employer, "Exclude" the income.	Employment	Yes
Lease Income:	Rental or Lease Income	Yes
Life Insurance – Annuity Income, or Payments Over Time: Cash <u>received</u> , and <u>available earnings</u> , from an annuity are countable. NOTE: Dividends and interest available to individuals are also countable, even though these earning may be reinvested. NOTE: See Life Insurance – Lump Sum Payment	Other Income	Yes
Life Insurance – Lump Sum Payment: If prospected, a life insurance payment is countable in the month received. NOTE: See Life Insurance – Annuity Income, or Regular Payments	Lump Sum	Yes
Loans: A valid loan is a loan for which the lender must deliver a sum of money to a borrower. The borrower must express or imply, either orally or in writing, an obligation to repay. The obligation to repay must be absolute and not contingent on the occurrence of an uncertain event. EXCEPTION: Educational loans are identified as "Educational Grant or Loan Assistance."	Excluded	No

Attachment 3.3.2

Income Table for Non-TANF Child Care Scholarships	Income Type	Count
Low Income Energy Assistance Payment (LIEAP) Income:	Excluded	No
Lump Sum Payment: Non-recurring lump sum payments are counted. The income must be prospected when determining eligibility. Examples include the following: ☐ Capital gains ☐ Crop insurance proceeds ☐ Rebate or credit refunds ☐ Settlements from Social Security, TANF Cash, Tribal TANF, railroad retirement or insurance claims ☐ Severance pay or sick leave payout	Lump Sum	Yes
Maine Indian Claims Settlement Act of 1980:	Excluded	No
Military Allotment: A military allotment is not subtracted from the service member's gross income. An allotment is used to send money back to the family or pay a third party. EXAMPLE: Child support might be paid through a military allotment.	Employment	Yes
Military Basic Allowance for Housing (BAH): A stipend paid to military personnel, whether cash or payments in-kind. Employer paid housing and food benefits are countable.	In-Kind (Earned/ Obligated)	Yes
Military Basic Allowance for Subsistence (BAS): A stipend paid to military personnel, whether cash or payments in-kind. Employer paid housing and food benefits are countable.	In-Kind (Earned/ Obligated)	Yes
Non-Cash Employee Compensation - Food or Shelter: Earned employee compensation benefit, which is either food or shelter, counts as earned in-kind income.	In-Kind (Earned/ Obligated)	Yes
Non-Cash Employee Compensation – Other than Food or Shelter: Employer compensation benefits that are not available in the form of cash, food or shelter, are not included as income. If the employee may take any of these benefits as cash, the benefits are countable. The following examples may not be countable income: ☐ Child care benefits paid by the employer ☐ Flexible spending benefits paid by the employer ☐ Insurance premiums (medical, life, disability) paid by the employer ☐ Vehicles, used for employment purposes.	Excluded	No
Nutrition Program for the Elderly: Any benefits received under Title VII, Nutrition Program for the Elderly, of the Older Americans Act of 1965 are not counted.	Excluded	No
Pension Annuity Payments:	Pension or Retirement	Yes

Attachment 3.3.2

Income Table for Non-TANF Child Care Scholarships	Income Type	Count
Personal Injury Settlement Payments: This income is evaluated as a possible lump-sum payment. If the income does not meet lump sum policy, only the amount actually released and received by the participant is counted as “Disability Benefits.”	Lump Sum	Yes
Radiation Exposure Compensation Income:	Excluded	No
Railroad Retirement:	Pension or Retirement	Yes
Refugee's Sponsor's Income:	Excluded	No
Reimbursements:	Excluded	No
Relocation Payments: Payments, received under Title II of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970, are not counted.	Excluded	No
Rental Income:	Rental or Lease Income	Yes
Retirement Income:	Pension or Retirement	Yes
Royalty, Dividends or Interest Income: Personal interest, dividend, and royalty income are countable.	Interest, Dividend, Royalty	Yes
Salary, Wages or Commissions:	Employment	Yes
Sale of Blood: Income from the sale of whole blood or blood plasma is considered self-employment income.	Self-Employment	Yes
Scholarship: See educational income.	Educational Grant or Loan Assistance	No
Section 8/HUD Utilities Payments . . . regardless of the payee.	Excluded	No
Self-Employment Income:	Self-Employment	Yes
Severance Pay: Severance pay represents a non-recurring compensation outside of regular earnings. It is treated as lump sum earned income.	Lump Sum	Yes

Attachment 3.3.2

Income Table for Non-TANF Child Care Scholarships	Income Type	Count
Shelter Workshop/Rehabilitation Center Income: Handicapped individuals often work in sheltered workshops or rehabilitation centers performing services/work for therapeutic or rehabilitative purposes. These earnings are totally excluded. Although their wages are subject to taxes, etc., IRS rules treat them as non-employees. (Revenue ruling 65-165.)	Excluded	No
Social Security Benefits (SS): Social Security benefits are paid to an individual, to the family of an individual, based on the individual's earnings. They may be in the form of retirement benefits or survivor's benefits.	Other Federal Cash Income Program	Yes
Social Security Disability Income (SSDI): SSDI benefits are paid to a disabled individual or a disabled individual's family. The payments are based on the disabled individual's past earnings.	Other Federal Cash Income Programs	Yes
Striker Income: Income from union strike activity is countable income.	Other Income	Yes
Student Housing: Student housing is not considered Federal Housing Voucher or Cash' assistance for federal reporting purposes. NOTE: By policy, all income is entered, whether countable in determining eligibility. However, there is no need to enter student-housing benefits as income in CCUBS.	N/A	No
Supplemental Food Assistance . . . received under the Child Nutrition Act of 1966 and the National School Lunch Act.	Excluded	No
Supplemental Security Income (SSI): Eligibility workers may use the following guidance to identify supplemental security income: SSI payments are made to individuals unable to earn income due to a disability or other qualifying cause. SSI benefits are not based on past earnings and are limited in amount. ⇒ Verify the client's statement regarding SSI Stamp participation, since this may be confused with SS or SSDI. EXCEPTION: If the SSI recipient clearly uses the monetary resource to provide income to another household member, then the other household member would include the respective contribution (Other Income).	Supplemental Security Income	No
Supportive Services . . . which are specified in a public assistance program.	Excluded	No

Attachment 3.3.2

Income Table for Non-TANF Child Care Scholarships	Income Type	Count
TANF Cash Benefits: Enter the TANF Cash benefit for each individual. NOTE: While Montana counts TANF Cash benefits when determining eligibility, the only Non-TANF families receiving ‘Child Only’ TANF Cash grants are affected by the amount of TANF income entered in CCUBS. Additionally, the federal ACF-801 report asks if TANF Cash is a source of income to the family. ⇒ Verify TANF Cash Benefits on the CCUBS ‘TEAMS Person Information’ interface and/or on the TEAMS TAFS/TAF2 screens ‘AMT’ column.	TANF Cash Assistance	Yes
TANF Cash Recoupment Amount (Fraud): Do not reduce TANF Cash benefits by any recoupment amount.	Excluded	No
TANF Cash Supplement – FS Countable:	Excluded	No
TANF Cash Underpayment – Exempt:	Excluded	No
Tips: Tips coincide with employment hours. NOTE: If an individual works only for tips, they are self-employed.	Tips or Bonuses	Yes
Training Allowance – Not a Reimbursement: EXAMPLE: An employer pays a training stipend, as set amount. This may occur before employment or during employment.	Tips or Bonuses	Yes
Training Related Reimbursement: EXAMPLE: An employer pays for a current employee’s for training expenses.	Excluded	No
Tribal TANF:	Tribal TANF	Yes
Trust Fund Income: Cash <u>received</u> , and <u>available earnings</u> , from a trust fund are countable. Dividends and interest available to individuals are countable, even though these earning may be reinvested.	Interest, Dividend, Royalty	Yes
Unemployment Insurance Compensation: ☐ Unemployment Insurance (UI) [State – 26 weeks] ☐ Federal Trade Readjustment Act (TRA) [Federal Trade Adjustment Assistance - 26 weeks] ☐ Extended Federal TRA. [Federal Trade Adjustment Assistance - 26 weeks]	Unemployment Compensation	Yes
Vendor Payment - Earned or Obligated: See In-Kind Income – Earned or Obligated.	Employment	Yes
Vendor Payment - Unearned: See In-Kind Income – Unearned	Excluded	No

Attachment 3.3.2

Income Table for Non-TANF Child Care Scholarships	Income Type	Count
Veterans' Administration Education Payments (or GI Bill) . . . are excluded, provided the participant is attending an institution of higher education/training.	Educational Grant or Loan Assistance	No
Veterans' Pensions and Benefits:	Pension or Retirement	Yes
Victims Compensation Program: Payments to victims of crime for medical/therapy costs incurred as the result of criminal acts, paid after all other insurance, etc. fulfills their obligations.	Excluded	No
Vietnam Veterans, Disabled Children of Female Vietnam Veterans See "Disabled Children of Female Vietnam Veterans"	Excluded	No
VISTA Income:	Employment	Yes
Vocational Rehabilitation Income:	Excluded	No
Wages, Salary or Commission:	Employment	Yes
Weatherization: One-time payments for weatherization and replacement or repair of heating or cooling devices are excluded.	Excluded	No
Women, Infant's & Children (WIC):	Excluded	No
Workers' Compensation Benefits:	Worker Compensation	Yes
Workforce Investment Act (WIA) as Educational Income: If the parent does not need the WIA hours to meet the minimum hourly work requirement, the income may be coded as "Educational Grant or Loan Assistance:" Also, see "Workforce Investment Act (WIA) as Work."	Educational Grant or Loan Assistance	No
Workforce Investment Act (WIA) as Work: When the participant needs work hours to meet the minimum hourly work requirement, code WIA income as "Employment." On-the-job training may be long term (6+ months) or short term WIA/WEX training. Participants receive a paycheck from their employer, or from a WoRC contractor. There may be no indication the employee is a WIA participant. WIA replaces the JTPA program. Also, see "Workforce Investment Act (WIA) as Educational Income."	Employment	Yes

Attachment 3.5.1

Montana's Sliding Fee Scale

The Child Care Sliding Fee Scale is a guide to determine the family's monthly co-payment obligations to the child care provider. A family, whose income falls below 95% of the federal poverty level, pays a \$10.00 monthly co-payment. Higher co-payments are a product of the family's Non-TANF gross monthly income (GMI) multiplied by the respective co-payment factor:

$$\text{Monthly Co-payment} = \text{GMI} \times \text{Percentage assigned to the Income Range.}$$

The column headings at the top indicate family size. The row headings on the left indicate 1) the family's gross monthly income (GMI) level, as a percentage of the federal poverty guidelines and, 2) the co-payment percentage, for each income range.

Montana Child Care Sliding Fee Scale - Effective Aug 1, 2007

The monthly co-payment is a percentage of the family's gross monthly income (GMI).

FAMILY SIZE >	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Base Co-pay	\$10	\$10	\$10	\$10	\$10	\$10	\$10	\$10	\$10	\$10	\$10	\$10	\$10	\$10	\$10	\$10
TANF GMI + \$1	\$523	\$704	\$885	\$1,067	\$1,250	\$1,431	\$1,612	\$1,794	\$1,975	\$2,156	\$2,338	\$2,519	\$2,700	\$2,881	\$3,063	\$3,246
1% Co-pay	\$10	\$10	\$10	\$11	\$13	\$14	\$16	\$18	\$20	\$22	\$23	\$25	\$27	\$29	\$31	\$32
90% FPG GMI	\$718	\$1,027	\$1,288	\$1,549	\$1,810	\$2,071	\$2,332	\$2,593	\$2,848	\$3,103	\$3,358	\$3,613	\$3,868	\$4,123	\$4,378	\$4,633
2% Co-pay	\$14	\$21	\$26	\$31	\$36	\$41	\$47	\$52	\$57	\$62	\$67	\$72	\$77	\$82	\$88	\$93
95% FPG GMI	\$758	\$1,084	\$1,359	\$1,635	\$1,910	\$2,186	\$2,461	\$2,737	\$3,006	\$3,275	\$3,544	\$3,813	\$4,083	\$4,352	\$4,621	\$4,890
3% Co-pay	\$23	\$33	\$41	\$49	\$57	\$66	\$74	\$82	\$90	\$98	\$106	\$114	\$122	\$131	\$139	\$147
100% FPG GMI	\$798	\$1,141	\$1,431	\$1,721	\$2,011	\$2,301	\$2,591	\$2,881	\$3,164	\$3,448	\$3,731	\$4,014	\$4,298	\$4,581	\$4,864	\$5,148
4% Co-pay	\$32	\$46	\$57	\$69	\$80	\$92	\$104	\$115	\$127	\$138	\$149	\$161	\$172	\$183	\$195	\$206
105% FPG GMI	\$837	\$1,198	\$1,502	\$1,807	\$2,111	\$2,416	\$2,720	\$3,025	\$3,322	\$3,620	\$3,917	\$4,215	\$4,512	\$4,810	\$5,107	\$5,405
5% Co-pay	\$42	\$60	\$75	\$90	\$106	\$121	\$136	\$151	\$166	\$181	\$196	\$211	\$226	\$241	\$255	\$270
110% FPG GMI	\$877	\$1,255	\$1,574	\$1,893	\$2,212	\$2,531	\$2,850	\$3,169	\$3,481	\$3,792	\$4,104	\$4,416	\$4,727	\$5,039	\$5,351	\$5,662
6% Co-pay	\$53	\$75	\$94	\$114	\$133	\$152	\$171	\$190	\$209	\$228	\$246	\$265	\$284	\$302	\$321	\$340
115% FPG GMI	\$917	\$1,312	\$1,645	\$1,979	\$2,312	\$2,646	\$2,979	\$3,313	\$3,639	\$3,965	\$4,290	\$4,616	\$4,942	\$5,268	\$5,594	\$5,920
7% Co-pay	\$64	\$92	\$115	\$139	\$162	\$185	\$209	\$232	\$255	\$278	\$300	\$323	\$346	\$369	\$392	\$414
120% FPG GMI	\$957	\$1,369	\$1,717	\$2,065	\$2,413	\$2,761	\$3,109	\$3,457	\$3,797	\$4,137	\$4,477	\$4,817	\$5,157	\$5,497	\$5,837	\$6,177
8% Co-pay	\$77	\$110	\$137	\$165	\$193	\$221	\$249	\$277	\$304	\$331	\$358	\$385	\$413	\$440	\$467	\$494
125% FPG GMI	\$997	\$1,426	\$1,789	\$2,151	\$2,514	\$2,876	\$3,239	\$3,601	\$3,955	\$4,309	\$4,664	\$5,018	\$5,372	\$5,726	\$6,080	\$6,434
9% Co-pay	\$90	\$128	\$161	\$194	\$226	\$259	\$292	\$324	\$356	\$388	\$420	\$452	\$483	\$515	\$547	\$579
130% FPG GMI	\$1,037	\$1,483	\$1,860	\$2,237	\$2,614	\$2,991	\$3,368	\$3,745	\$4,113	\$4,482	\$4,850	\$5,218	\$5,587	\$5,955	\$6,323	\$6,692
10% Co-pay	\$104	\$148	\$186	\$224	\$261	\$299	\$337	\$375	\$411	\$448	\$485	\$522	\$559	\$596	\$632	\$669
135% FPG GMI	\$1,077	\$1,540	\$1,932	\$2,323	\$2,715	\$3,106	\$3,498	\$3,889	\$4,272	\$4,654	\$5,037	\$5,419	\$5,802	\$6,184	\$6,567	\$6,949
11% Co-pay	\$118	\$169	\$213	\$256	\$299	\$342	\$385	\$428	\$470	\$512	\$554	\$596	\$638	\$680	\$722	\$764
140% FPG GMI	\$1,117	\$1,597	\$2,003	\$2,409	\$2,815	\$3,221	\$3,627	\$4,033	\$4,430	\$4,827	\$5,223	\$5,620	\$6,017	\$6,413	\$6,810	\$7,207
12% Co-pay	\$134	\$192	\$240	\$289	\$338	\$387	\$435	\$484	\$532	\$579	\$627	\$674	\$722	\$770	\$817	\$865
145% FPG GMI	\$1,156	\$1,654	\$2,075	\$2,495	\$2,916	\$3,336	\$3,757	\$4,177	\$4,588	\$4,999	\$5,410	\$5,821	\$6,231	\$6,642	\$7,053	\$7,464
13% Co-pay	\$150	\$215	\$270	\$324	\$379	\$434	\$488	\$543	\$596	\$650	\$703	\$757	\$810	\$863	\$917	\$970
150% FPG GMI	\$1,196	\$1,711	\$2,146	\$2,581	\$3,016	\$3,451	\$3,886	\$4,321	\$4,746	\$5,171	\$5,596	\$6,021	\$6,446	\$6,871	\$7,296	\$7,721
14% Co-pay	\$167	\$240	\$300	\$361	\$422	\$483	\$544	\$605	\$664	\$724	\$783	\$843	\$902	\$962	\$1,021	\$1,081

Total Monthly Co-payment = Gross Monthly Income (GMI) x the percentage assigned to the income range, which is based on Federal Poverty Guidelines (FPG) or \$10, whichever is greater.

The co-payments listed are minimums and correspond to the lowest level for each income range.



Attachment 4.1.1

Best Beginnings Child Care Scholarship Application

*For Child Care Resource &
Referral Use Only*

CS #

CE #

Return to:

Received on:

How to receive a Child Care Scholarship

- * Complete this Scholarship Application. All required information must be submitted in the office of the Child Care Resource & Referral agency within 30 days of submitting an application or the parent will be required to complete a new application and child care assistance will be delayed. If there is no waiting list, the date the completed application is received at the Child Care Resource & Referral Agency will be the date your coverage can start, if you are eligible, your provider is eligible and if funding is available.
- * Submit supporting documentation listed on page 1 of the removable "Reminders" insert.
- * Contact your Child Care Resource and Referral agency if you have any questions, need more forms, or need help completing the application.

Eligibility Requirements for Non-TANF families:

The Best Beginnings Child Care Scholarship Program is available to families who meet the following eligibility requirements:

- o Low-income-150% of or below the federal poverty guidelines, and in need of child care.
- o Parent(s) must work to be eligible. (Teen parents attending high school, GED, or equivalency program are not required to work.)
- o Two parent families must work at least **120** hours per month between the two parents.
- o A single parent must work **60** hours per month or **40** hours per month while attending school full time.
- o Families with a parent absent from the household must receive child support under a court order or comply with the Child Support Enforcement Division.

Please check ALL that apply to why you need child care:

- ☐ Work hours in which the parents are not available to care for their children.
- ☐ School hours, when a parent is attending classes out of the home, as long as the work requirements are being met (**and** the parent has not received a degree or certification within the past 5 years. School beyond a Bachelor's Degree is not covered).
- ☐ School hours for teenage parents attending high school, a GED, or equivalency program.
- ☐ Family Investment Activities (TANF) that require child care. Please note that if you leave the TANF program, you must reapply for childcare.

Tell us about yourself

Name

Marital Status

Phone No.

Work No.

Street Address

City

Zip Code

County

Mailing Address (if different)

City

Zip Code

E-mail Address

Tell us about your household members

Circle
One

Circle
One

<u>Name</u> (First, Middle, Last)	Social Security Number (TAFI & TP)	Date of Birth MM/DD/YYYY (TAFI & TP)	Does this child have special needs?	<u>Sex:</u> M or F (TAFI & TP)	Does this person go to school?	Highest Grade Completed	Degree or Certificate Earned
<u>Applicant Line</u>			Y / N		Y / N		
			Y / N		Y / N		
			Y / N		Y / N		
			Y / N		Y / N		
			Y / N		Y / N		
			Y / N		Y / N		



Tell us about your child support situation

If any child in your household has an absent parent, for each child, you must be receiving court-ordered child support from each child's absent parent or you must comply with Child Support Enforcement Division (CSED), or you must show good cause for not receiving child support.

Please check one of the following child support criteria.

- ☐ There are no children with absent parents in the household
- ☐ I receive child support through a court order recognized by a Montana district court or the Child Support Enforcement Division (CSED) of the Montana Department of Public Health & Human Services.
- ☐ I receive child support through a child support enforcement division of another state.
The state is: _____.
- ☐ I do not receive child support, but I am in compliance with CSED.
- ☐ I would like to apply for good cause for not seeking child support. (Ask for form and guidelines.)

Documentation: You must submit verification of all child support received. Verification can include:

1. A compliance confirmation from CSED which states the dollar amount of child support granted.
2. A copy of your court-ordered parenting plan or child support order that lists the dollar amount of child support granted and child support checks/money orders for the past three months.

CIRCLE
ONECIRCLE
ONECIRCLE
ONE

Receiving TANF Cash Grant? (TI)	Relationship to Applicant: (TAFI)	Member of a Federally Recognized Tribe? (TP)	Hispanic (TP)	Race Asian, White, Black, American Indian, Native Hawaiian, His- panic Black, Hispanic White <u>Please List</u> (TP)	Name Of Absent Parent	MT CSED Case # or Support Order	Monthly \$ Child Support
Y / N		Y / N	Y / N				
Y / N		Y / N	Y / N				
Y / N		Y / N	Y / N				
Y / N		Y / N	Y / N				
Y / N		Y / N	Y / N				
Y / N		Y / N	Y / N				

Parent responsibilities



Please initial each line as you read.

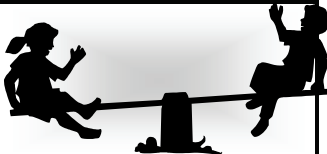
1. _____ I understand this child care scholarship is available only during approved activities, which may be less than the maximum limits indicated on the child care certification plan.
2. _____ I will report any change of child care provider **before** or within **one** business day of the change, as failure to report will result in a loss of benefits.
3. _____ I will report the following changes **within 10 calendar days** to my local Child Care Resource and Referral agency:
 - a. _____ Change of employment for any household member.
 - b. _____ Loss of employment to less than 120 hours per month for a two-parent family or 60 hours per month for a single parent family (40 while attending school full-time)
 - c. _____ Changes in residence or mailing address
 - d. _____ The loss or addition of a household member
 - e. _____ Changes in school attendance
4. _____ Failure to report changes within 10 days may result in one or more of the following:
 - a. _____ Loss of child care scholarship
 - b. _____ Repayment of child care scholarship during period of ineligibility
5. _____ I am responsible for paying my own child care until my family is determined to be eligible for assistance and selected from the waiting list. Best Beginnings Scholarship assistance cannot be paid before the date this application is submitted.
6. _____ If a waiting list is not in effect, a temporary 30-day certificate may be approved based on the information supplied in the application packet. I understand that child care assistance will not continue beyond the 30-day period unless all documentation is submitted and eligibility is verified.
7. _____ I understand that my Best Beginnings Scholarship will be terminated if my family becomes ineligible or if program funds become unavailable.

To determine your child care scholarship, we need to have information about the monthly income of all members listed in your household and a work verification signed by employers from every place of employment listed below.

1. Verification of income received/earned is required. Documentation includes copies of checks or money orders, letters of benefit awards, tax forms, or financial statements.
2. Verification of your school enrollment is required. Documentation includes a course description, a copy of your official schedule bill, a signed training verification (on front side of the work verification), and grades from the previous semester. Program information may also be required.



Tell us about your household's employment and income

	Applicant	Other Parent/Partner	Child(ren)
Place of Employment			
Additional Employment			
Average number of hours per week worked (each job)			
Hourly wage, salary, or commissions (total) (TI)	\$	\$	\$
Average monthly bonuses or tips earned (TI)	\$	\$	\$
Average Dollar amount of overtime earned (TI)	\$	\$	\$
Self-employment income (TI) (If yes, ask about required Verification for self-employment)	\$	\$	\$
Child Support	\$	\$	\$
Social Security Income (TI)	\$	\$	\$
Supplemental Security income (TI)	\$	\$	\$
Interest, dividends, And royalties (TI)	\$	\$	\$
Unemployment Insurance (TI)	\$	\$	
Worker's Compensation (TI)	\$	\$	
Receiving TANF Cash Assistance? (TAFS & TI)	\$	\$	
Receiving Food Stamps (TAFS) Circle One	\$ Y / N	\$ Y / N	
Receiving Housing or Rent Benefits?			
Income from any other source (TI)	\$	\$	
If yes, please name Other income source:			
Totals:	\$	\$	\$

Here are your responsibilities concerning your Child Care Provider

Please initial each line as you read.

1. _____ I will select a licensed center, a registered group or family home, or a legally unregistered provider (friend or relative) before receiving a State Child Care Scholarship. A State Child Care Scholarship is not paid if the provider does not have a current State payment number. This may occur if the child care facility license, registration, or legally unregistered provider payment number is not approved, is terminated or expires.
2. _____ I will notify the CCR&R before or within one business day of any change of child care providers. Scholarship assistance will not be paid to the new provider until a new certification plan is created.
3. _____ I understand that I am solely responsible for any agreement I have with my child care provider(s).
4. _____ I will pay a monthly co-payment to the child care provider. If I fail to pay the co-payment, or fail to make satisfactory arrangements. I will lose eligibility for child care assistance.
5. _____ I understand that the child care provider may set rates independently of the state district child care provider rates. Providers may charge rates and/or fees in addition to the child care program co-payment obligation. I am responsible for any amount over and above the State's district child care rate.
6. _____ I understand that if the child care is provided in my home the child care provider is either my employee or an independent contractor. As an employer, I may be responsible for all employment obligations, such as Worker's Compensation Insurance and employment taxes. Additional information is available at my Child Care Resource and Referral agency.
7. _____ If I change to a new child care provider, I am responsible for notifying my current provider.

Here are your rights

Please initial each line as you read.

1. _____ I have the right to choose my child care provider.
2. _____ I have the right to have access to my child at any time he/she is in child care.
3. _____ Within 10 days of losing employment or falling below the minimum work requirement, I may request a grace period. However, if I don't report within 10 days, no grace period will be allowed, and I will not be eligible for child care. I understand that I may contact my local CCR&R for more information.
4. _____ I will be notified of any reduction in my child care scholarship before the certification end-date if a change occurs prior to the expiration date of the certification plan. A letter will be mailed 10 days before any loss of benefits. No letter will be mailed if the certification plan simply expires.
5. _____ I have the right to appeal any loss of scholarship. I will submit a request for a fair hearing within 90 days of receiving the notice regarding the loss of scholarship.
6. _____ I understand that my child care provider may not discriminate.
7. _____ I have a right to be notified by my provider if a negative licensing action affects my eligibility.
8. _____ I have a right to receive a monthly "Explanation Benefits".

Tell us about your Child Care Provider

To participate in the Best Beginnings scholarship program, you will need to either use a registered or licensed child care facility. You may also choose to use a friend or family member; however, that person will need to apply to become a Legally Unregistered Provider (LUP)*. If you need help finding a registered/licensed child care facility, your local Child Care Resource & Referral agency will be happy to generate a list of providers with vacancies that meet your needs.

- Are your children attending a child care facility? ☐ Yes ☐ No
- If yes, who is their child care provider? _____
 What is the address and phone number? _____

 What type of facility is it? ☐ Licensed/Registered ☐ Friend or family care
- If you are using a friend or family member, has that person applied to be a Legally Unregistered Provider? ☐ Yes, the LUP applicant's name is _____
☐ No, please mail a LUP application to: _____

* Payment for legally unregistered providers cannot begin until the LUP's application is received and approved. Applications take **4 - 6 weeks** to be processed. If the application is approved, payment will begin on the LATTER of the two dates— either the LUP application date or the Scholarship application date. If either application is not approved, no payment can be made to the provider, and the parent will be responsible for any child care costs incurred.

Tell us about your schedule

TIMES:	SUN	MON	TUES	WED	THURS	FRI	SAT
Your Schedule							
Work/Class							
Spouse/Partner							
Work/Class							
Child Care for							
Child Care for							
Child Care for							
Child Care for							

Authorization to Release Information/Signature Page

Certain information is needed to determine eligibility. This includes residency, relationship, school attendance, household composition, income, and other circumstances relevant to the need for child care.

The Department or this Child Care Resource & Referral agency may request information about any of the above issues. You have the right to provide any additional information necessary to determine eligibility. If you are not able to gather the requested information by yourself, your Department representative may be able to help you. Because this is your confidential information, you must give permission for your CCR&R representative to help you.

Applicant— Please initial one line.

_____ I give the Department and the Child Care Resource and Referral agency permission to gather information that is necessary to determine eligibility for my family and me. This authorization expires one year from the date this application is signed. I understand that I can revoke this consent in writing at any time.

_____ I **DO NOT** wish to sign an authorization to release information. I understand that because of confidentiality issues, the Department and the Child Care Resource and Referral agency will not be able to help in gathering information necessary to determine eligibility. I choose to provide the necessary documentation myself.

Spouse/Other Adult— Please initial one line.

_____ I give the Department and the Child Care Resource and Referral agency permission to gather information that is necessary to determine eligibility for my family and me. This authorization expires one year from the date this application is signed. I understand that I can revoke this consent in writing at any time.

_____ I **DO NOT** wish to sign an authorization to release information. I understand that because of confidentiality issues, the Department and the Child Care Resource and Referral agency will not be able to help in gathering information necessary to determine eligibility. I choose to provide the necessary documentation myself.

I hereby affirm that the statements included in this application are accurate, complete, and true to the best of my knowledge. I understand that I must periodically re-apply for assistance and that my eligibility will be re-determined at that time.

Applicant (or Authorized Representative) Signature

Date

Spouse/Other Adult Signature

Date



REMINDERS

Keep this sheet handy!

Your Child Care Resource & Referral Agency

You will need to turn in these documents within 30 days to complete the application.

- Copies of birth certificates and social security cards for all household members new to the scholarship program.
- Work verifications completed and signed by the employers of every employed household member.
- Two months of current wage stubs for all employed household members.
- Child Support verification for every child with an absent parent. Acceptable documentation must be a compliance statement from the Child Support Enforcement Division or a copy of a current court-ordered parenting plan and copies of the last three month's payments made by check or money order.
- A current Child Care Service Plan with a registered/licensed provider or a legally unregistered provider.

Things to Remember...



◇ **PLEASE NOTE** that eligibility for child care assistance begins only when all of the following criteria are met:

1. your Child Care Resource and Referral Agency (CCR&R) has received a complete and signed application;
2. proof of income eligibility has been received by the CCR&R;
3. proof of parent work and/or school schedules verifying the need for child care has been received by the CCR&R;
4. the family has identified an approved child care provider; and
5. if your family has an absent parent then the family must either receive child support through a court-order, be in-compliance with the Montana Child Support Enforcement Division, or have reason to pursue good cause for not receiving child support.

◇ Your child care scholarship is certified for a set period of time. Read all notices you receive carefully. Mark the date that your child care scholarship expires on your calendar; then mark another date to submit updated information 3-6 weeks before the expiration date. Re-certifying requires updating and verifying the information listed above. Parents are required to complete a new application annually.

It is your responsibility to get your Best Beginnings scholarship re-certified. If you haven't done so by the 10th of the month in which your scholarship expires, you may experience a gap in child care coverage.

- ◇ You have agreed to notify the Child Care Resource & Referral agency **before or within one business day** of changing child care providers
- ◇ You have agreed to report changes in employment, school, and address to your Child Care Resource and Referral Agency (CCR&R) **within 10 calendar days**. If you **do not** report changes, you will lose your child care scholarship and will have to repay all child care scholarship assistance paid during the period you were ineligible.
- ◇ You understand that neither the State of Montana nor the Child Care Resource and Referral Agency has a role in the parent/provider relationship. Parent/provider payment and termination notice issues are solely the responsibility of the parent and the provider.
- ◇ You have agreed to pay a monthly co-payment to your child care provider before the end of the month in which the care is provided or on the provider's due date as determined by their contract.



The Family's Rights

1. I may choose my child care provider. My provider must be a current Licensed, Registered, or a Legally Unregistered Provider (LUP) for state payment purposes. I must select a provider before receiving child care assistance. I understand that the State child care scholarship assistance will not be paid if the provider does not have a current state payment number. This may happen if the license, registration, or Legally Unregistered Provider payment number expires or is terminated.
2. I have the right to have access to my child at any time while he or she is at child care.
3. Within 10 days of losing employment or falling below the minimum work requirement, I may request a grace period for child care assistance for the purpose of looking for work; limitations may apply. I can contact my Child Care Resource and Referral agency for details and an application.
4. If my Best Beginnings Scholarship benefits are reduced, I will be notified. A letter is mailed by the State 10 days before any loss of benefits.
5. I have the right to appeal any loss of scholarship assistance. If I choose to do so, I will submit the request for a Fair Hearing in writing within 90 days of the date the notice was mailed.
6. I understand the child care provider shall NOT discriminate against any child based on his or her sex, race, national origin, ethnic background, religious affiliation, or disability.
7. I understand the child care provider shall keep all information regarding my family confidential.
8. I understand my child care provider shall notify me if a negative licensing action affects my eligibility for a child care scholarship.
9. I understand that neither the State of Montana nor the Child Care Resource and Referral agency have a role in the parent/provider relationship. Parent/provider payment issues and termination notice issues are solely the responsibility of the parent and the provider.
10. I will receive a monthly "Explanation of Benefits" (EOB) informing me of child care scholarship benefits paid on my behalf.

The Family's Responsibilities



1. I must submit a completed scholarship application before eligibility can be determined. The date the CCR&R receives my completed application and I am eligible is my application date. **Child care services delivered before that date will not be covered by my Best Beginnings Child Care Scholarship. My child care provider may contact the CCR&R to confirm the application date.**
2. I am responsible for paying my own child care if my family is determined to be or becomes ineligible for benefits, or if program funds become unavailable. I am responsible for paying my own child care until my family is determined eligible for benefits and selected from the waiting list.
3. If I do not currently receive child support under child support order recognized by a Montana district court, I must apply for child support services and comply with the Montana Child Support Enforcement Division.
4. I will pay a monthly co-payment to the child care provider. If I fail to pay the co-payment, or fail to make satisfactory arrangements, I will lose eligibility for child care assistance.
5. I understand the child care provider may set rates independent of the state district child care provider rates. Providers may charge rates and/or fees in addition to the child care program co-payment obligation. I am responsible for any amount over and above the State's district child care rate.
6. If child care is provided in my home, the child care provider is either my employee or an independent contractor. As an employer, I am responsible for all employment obligations, such as payment, Worker's Compensation Insurance and employment taxes. I may obtain additional information from my Child Care Resource & Referral agency.
7. If I change to a new child care provider, I must notify my current provider.
8. If I change to a new child care provider, I must notify the CCR&R prior to or within one business day of the change. Assistance will not be paid to the new provider until a new certification plan is created.
9. I will report changes in the following items within ten 10 days of the change:
 - * Changes in employment of any member of my household;
 - * Loss of employment to less than 60 hours per month for a single parent family or 120 hours per month for a two parent family;
 - * Changes in residence or mailing address;
 - * Changes in school attendance; and
 - * Entering or leaving the TANF program.
10. Failure to report changes within 10 calendar days will result in one or more of the following:
 - * Loss of State Child Care Scholarship;
 - * Obligation to repay any child care scholarship assistance paid during my period of ineligibility; and/or
 - * Loss of opportunity to use the child care grace period to look for work if I drop below the minimum work requirement or lose my employment.
11. I will report any discrepancies I discover with regard to child care scholarship assistance received and reported on the EOB to my CCR&R.



The Child Care Provider's Rights & Responsibilities

1. The provider has the right to receive a copy of the Child Care Certification Plan. This identifies the start date, the ending date, the hours of child care authorized for this family and the co-payment amount due me.
2. If the family's circumstances change, and they lose eligibility for scholarship assistance before the "end date" shown on the Child Care Certification Plan, notice will be mailed to the provider 10 days before the end of scholarship assistance.
3. The provider sets their own rates for child care services, which may be more or less than the State district rates.
4. The provider has the right to timely payment for State-assisted child care services.
5. If the following dates fall on weekdays, the provider can anticipate the following payment schedule (weekends and holidays may delay this schedule):
 - A. Invoices are mailed to the provider during the month in which care is received.
 - B. Invoices must be submitted to the Child Care Resource and Referral (CCR&R) agency immediately following the month in which care is provided.
 - C. Invoices are processed on the fifth business day of the month and on subsequent Tuesdays. Payments generally arrive in 2 to 3 business days after processing.
 - D. A Direct Deposit option is available to electronically transfer payments to a payee's bank account.
 - E. If an invoice or payment is late, please contact the local CCR&R agency.
 - F. If the payment address is incorrect, the payment will be sent by return mail back to the State. Allow a minimum of one week's delay for the payment to be returned to the State, the correct address located, and the payment to be re-mailed. (This delay can be avoided by notifying the local child care licenser and submitting a new IRS W-9 form before any address change.)
 - G. If an error in payment occurs, the State/CCR&R will make adjustments in future payments. Outstanding accounts are referred to DPHHS Accounts Receivable and DOR Tax Offset for collection.
 - H. If a payment is delayed, the Early Childhood Services Bureau will work with the local Child Care Resource and Referral agency, computer system personnel, and the fiscal office to solve the problem and issue the payment.
6. The provider has the right to request payment for holding a child care slot if the slot will be lost during a scheduled absence. The absence may not last longer than 30 days and the provider must provide a list of waiting children to verify that another child would otherwise fill the slot. This same policy must apply to all families.
7. The provider must understand that the child care scholarship is available only during the parent's approved activities, which may be less than maximum limits indicated on the child care certification plan.
8. The provider will not discriminate against any child based on his or her sex, race, national origin, ethnic background, religious affiliation, or disability.
9. The provider must keep all information regarding this family confidential, except for the following circumstances:
 - * Attendance information must be shared with the CCR&R, with regard to eligibility for the Child Care Scholarship program;
 - * As a registered or licensed provider, they are a mandatory reporter of suspected child abuse or neglect and will report the concerns directly to Child and Family Services at 1-866-820-KIDS (5437); and
 - * The provider will cooperate with Montana Department of Public Health and Human Services and local law enforcement investigating child care licensing issues.
10. The provider will abide by and maintain applicable center licensing, family or group home registration, or legally unregistered requirements (ARM 37.95.101-1021). The provider status must be current in order to serve families and receive payment for families receiving Child Care Scholarship assistance.
11. Families eligible for a Best Beginnings Scholarship must choose a provider who holds a current registration, license or legally unregistered payment number. The provider must immediately notify parents if a negative licensing action affects their eligibility to serve Best Beginnings Scholarship families.
12. The provider will notify the Child Care Licenser and submit a new IRS W-9 form when my address changes: physical address, mailing address, or payment (warrant) address. A payment delay may occur if this does not occur timely.
13. The provider will report the current rates charged to non-scholarship families to the Child Care Resource & Referral agency. These rates are used to facilitate the payment process and they are included in a biennial market rate survey. New rates may be reported on the invoice.
14. The provider understands that their rates for private-pay families may not be lower than those for scholarship-assisted families.



Best Beginnings Child Care Scholarship Reimbursement Rates

The scholarship will reimburse at the lower of the rates that apply to non-Best Beginnings Scholarship families or the CCR&R district rates.

Holidays: A registered/licensed provider may charge for certain holidays when closed if the provider charges non-scholarship families for the same holiday observance. Billable holidays are New year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, and Christmas Day.

Certified Enrollment allows a registered/licensed provider to bill for some absences. A registered/licensed provider may claim certified enrollment hours only if the provider charges non-scholarship families for absence days and the child is attending the facility full time (30+ hours per week). A child is limited to 150 CE hours during a State fiscal year (July 1—June 30).

15. The provider understands that when they report rate changes to the CCR&R, the new rates may not take effect for 10 days.
16. The provider understands that they are solely responsible for any terms of agreements they have with the parent(s).
17. The provider will notify the CCR&R if a child is absent for 5 days without notice.
18. The provider will maintain current sign-in/sign-out records for each child receiving child care assistance and utilize them as follows:
 - *Each time the child enters or leaves the provider's care, the parent or other individual authorized to deliver or pick or pick up the child shall initial or sign the sign-in/sign-out sheet. An electronic signature system may be used if it employs a unique and confidential identification process for individuals.
 - *Sign-in/sign-out records must indicate the child's name, the date, the hour, and the minute when the child enters and leaves the provider's care.
 - *The provider will make sign-in/sign-out records available to child care resource and referral agency staff and state and local government health, safety, or law enforcement representatives upon request. The provider shall keep sign-in/sign-out records for five years beyond the date of attendance.
19. The provider will claim actual care provided, when the parent is participating in approved activities, as designated on the child care certification plan, and subject to the limitation of continuity-of-care policies. The provider may not bill for care subcontracted to another individual or facility.
20. As a provider, eligibility to receive state payment under a state assisted child care program may be terminated if:
 - * The provider willfully misrepresent services provided, with respect to sign-in/sign-out records, attendance billed on invoices; or
 - * The provider refuse access to the child care setting and child care records during business hours to the following personnel:
 - employees or other agents of state or local government, investigating child care services, or child abuse or neglect;
 - child care resource and referral agency personnel investigating child care services; or
 - health, building, or fire officials investigating child care facility health and safety issues.
21. Child care providers have 60 days to submit claims for services:
 - * Providers must submit invoices to the CCR&R within 60 days of the service month to be eligible for payment.
 - * If the child care certification plan is not available during the service month, the invoice is due at the district CCR&R with 60 days following the provider's receipt of the invoice.
 - * If corrections or adjustments to an invoice are necessary, they must be received by the CCR&R within the 60-day period prescribed.
22. When a provider or a parent receives child care assistance in excess of the amount to which the provider or parent is entitled, which is due to a willful action of the provider or parent, the department may pursue criminal charges against the provider or parent. Criminal prosecution may be pursued in addition to recovery of the overpayment.

A **willful action** includes but is not limited to the making of a false or misleading statement. A misrepresentation, or the concealment or withholding of facts or information. If a willful action results in an overpayment, the following will occur:

1. The first willful action will result in a 10% assessment being added to the amount of repayment due. If the provider is found responsible, web invoicing privileges will be lost and copies of sign-in/sign-out sheets must be submitted with invoices for the following three months.
2. The second willful action will result in a 25% assessment being added to the amount of repayment due. If the provider is found responsible, copies of sign-in/sign-out sheets must be submitted with invoices for the following six months.
3. The third willful action will result in the household or provider being ineligible to participate in the Best Beginnings Child Care Scholarship assistance program, Best Beginnings grants, and other Best Beginnings Quality Child Care Programs.



The Family's Rights

1. I may choose my child care provider. My provider must be a current Licensed, Registered, or a Legally Unregistered Provider (LUP) for state payment purposes. I must select a provider before receiving child care assistance. I understand that the State child care scholarship assistance will not be paid if the provider does not have a current state payment number. This may happen if the license, registration, or Legally Unregistered Provider payment number expires or is terminated.
2. I have the right to have access to my child at any time while he or she is at child care.
3. Within 10 days of losing employment or falling below the minimum work requirement, I may request a grace period for child care assistance for the purpose of looking for work; limitations may apply. I can contact my Child Care Resource and Referral agency for details and an application.
4. If my Best Beginnings Scholarship benefits are reduced, I will be notified. A letter is mailed by the State 10 days before any loss of benefits.
5. I have the right to appeal any loss of scholarship assistance. If I choose to do so, I will submit the request for a Fair Hearing in writing within 90 days of the date the notice was mailed.
6. I understand the child care provider shall NOT discriminate against any child based on his or her sex, race, national origin, ethnic background, religious affiliation, or disability.
7. I understand the child care provider shall keep all information regarding my family confidential.
8. I understand my child care provider shall notify me if a negative licensing action affects my eligibility for a child care scholarship.
9. I understand that neither the State of Montana nor the Child Care Resource and Referral agency have a role in the parent/provider relationship. Parent/provider payment issues and termination notice issues are solely the responsibility of the parent and the provider.
10. I will receive a monthly "Explanation of Benefits" (EOB) informing me of child care scholarship benefits paid on my behalf.

The Family's Responsibilities

1. I must submit a completed scholarship application before eligibility can be determined. The date the CCR&R receives my completed application and I am eligible is my application date. **Child care services delivered before that date will not be covered by my Best Beginnings Child Care Scholarship. My child care provider may contact the CCR&R to confirm the application date.**
2. I am responsible for paying my own child care if my family is determined to be or becomes ineligible for benefits, or if program funds become unavailable. I am responsible for paying my own child care until my family is determined eligible for benefits and selected from the waiting list.
3. If I do not currently receive child support under child support order recognized by a Montana district court, I must apply for child support services and comply with the Montana Child Support Enforcement Division.
4. I will pay a monthly co-payment to the child care provider. If I fail to pay the co-payment, or fail to make satisfactory arrangements, I will lose eligibility for child care assistance.
5. I understand the child care provider may set rates independent of the state district child care provider rates. Providers may charge rates and/or fees in addition to the child care program co-payment obligation. I am responsible for any amount over and above the State's district child care rate.
6. If child care is provided in my home, the child care provider is either my employee or an independent contractor. As an employer, I am responsible for all employment obligations, such as payment, Worker's Compensation Insurance and employment taxes. I may obtain additional information from my Child Care Resource & Referral agency.
7. If I change to a new child care provider, I must notify my current provider.
8. If I change to a new child care provider, I must notify the CCR&R prior to or within one business day of the change. Assistance will not be paid to the new provider until a new certification plan is created.
9. I will report changes in the following items within ten 10 days of the change:
 - Changes in employment of any member of my household;
 - Loss of employment to less than 60 hours per month for a single parent family or 120 hours per month for a two parent family;
 - Changes in residence or mailing address;
 - Changes in school attendance; and
 - Entering or leaving the TANF program.
 - **The opening or closing of my child support case, changes in child support received, or changes to my good cause.**
10. Failure to report changes within 10 calendar days will result in one or more of the following:
 - Loss of State Child Care Scholarship;
 - Obligation to repay any child care scholarship assistance paid during my period of ineligibility; and/or
 - Loss of opportunity to use the child care grace period to look for work if I drop below the minimum work requirement or lose my employment.
11. I will report any discrepancies I discover with regard to child care scholarship assistance received and reported on the EOB to my CCR&R.

**INSERT
PAGE 3**

Best Beginnings Child Care Scholarship Application

Parent responsibilities

Please initial each line as you read.

- 1._____ I understand this child care scholarship is available only during approved activities, which may be less than the maximum limits indicated on the child care certification plan.
- 2._____ I will report any change of child care provider **before** or within **one** business day of the change, as failure to report will result in a loss of benefits.
- 3._____ I will report the following changes **within 10 calendar days** to my local Child Care Resource and Referral agency:
 - a._____ Change of employment for any household member.
 - b._____ Loss of employment to less than 120 hours per month for a two-parent family or 60 hours per month for a single parent family (40 while attending school full-time)
 - c._____ Changes in residence or mailing address
 - d._____ The loss or addition of a household member
 - e._____ Changes in school attendance
 - f._____ **Opening or closing of any child support case through Montana Child Support Enforcement Division or other state, any change in the amount of child support received through an approved court order, or any change to my good cause for not applying for child support.**
- 4._____ Failure to report changes within 10 days may result in one or more of the following:
 - a._____ Loss of child care scholarship
 - b._____ Repayment of child care scholarship during period of ineligibility
- 5._____ I am responsible for paying my own child care until my family is determined to be eligible for assistance and selected from the waiting list. Best Beginnings Scholarship assistance cannot be paid before the date this application is submitted.
- 6._____ If a waiting list is not in effect, a temporary 30-day certificate may be approved based on the information supplied in the application packet. I understand that child care assistance will not continue beyond the 30-day period unless all documentation is submitted and eligibility is verified.
- 7._____ I understand that my Best Beginnings Scholarship will be terminated if my family becomes ineligible or if program funds become unavailable.

Montana's Early Learning Guidelines

*What children ages three to five need to
know, understand, and be able to do*

2004

This document was created in partnership between the **Montana Department of Public Health and Human Services / Early Childhood Services Bureau** and the **Montana Early Childhood Project**, as well as early childhood professionals, public school teachers and principals, parents, and other interested parties. For a complete listing of those involved in this document's creation, please see Acknowledgements on page 85.

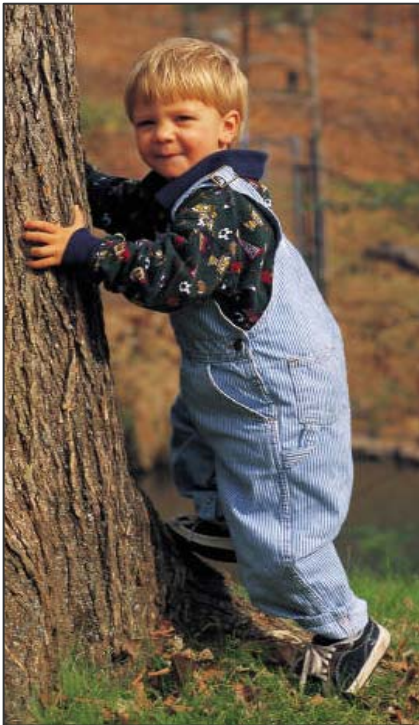
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Introduction

Thank you for picking up *Montana's Early Learning Guidelines*. By showing an interest in our children's early experiences, you join a dedicated group of caring individuals who understand the importance of quality early care and education for our youngest citizens. Together, with your commitment, we can ensure a good start for all of Montana's children. We hope you find this document useful, and we encourage you to pass along the knowledge you gain here to others who want to make a difference in our children's lives.

Montana's Early Learning Guidelines reflect what children need to know, understand, and be able to do by the time they reach kindergarten. They are written to address what adults can observe in children ages 3-5, and the ways they can support a child's individual development. The Guidelines are meant to be inclusive of all children and all of the settings in which they spend time before elementary school, whether that be at home, in a child care facility, at a Head Start program, in a preschool, or in any other setting. *Montana's Early Learning Guidelines* are a voluntary set of what some may call "child outcomes." They are meant to be used as a tool for early care and education practitioners, parents, elementary school teachers, or anyone else living and working with young children to recognize and support all children at the developmental level they exhibit. The Guidelines are not a diagnostic tool, an assessment tool, or a mandatory set of regulations.



Montana's Early Learning Guidelines are written with the concept of Developmentally Appropriate Practice as its base. Developmentally Appropriate Practice results from the process of adults making decisions about the well-being and education of children based on at least three important kinds of information or knowledge: what is known about child development and learning; what is known about the strengths, interests, and needs of each individual child; and knowledge of the social and cultural contexts in which children live to ensure that learning experiences are meaningful, relevant, and respectful (NAEYC, 1996).

Knowing that development occurs at a unique pace for each individual child, the examples given to demonstrate what a child may know, understand, and be able to do are not meant to be exclusive nor exhaustive. While an adult may or may not observe some of these examples in an individual child, this does not suggest that the child is either advanced or delayed in his/her development. The examples are meant to clarify in the adult's mind what type of observable behaviors children may exhibit before they reach kindergarten. The purpose is to help the adult concentrate on ways to support optimal learning in the child.

That said, *Montana's Early Learning Guidelines* are meant to facilitate certain outcomes for children, and they aim to stay clear of other uses.

Montana's Early Learning Guidelines SHOULD be used:

- ☒ to help adults recognize the critical need to meet children's social/emotional needs, and the fact that meeting those needs serves as the basis for cognitive development
- ☒ to help adults meet children's developmental needs, including those of children with disabilities, at the level they require and in an individual capacity
- ☒ to improve quality in early care and education programs and serve as a model for teaching
- ☒ to motivate adults to learn more about child development
- ☒ to emphasize the importance of early care and education to the community
- ☒ to help child care providers, kindergarten teachers, and families recognize their own value and abilities
- ☒ to acknowledge the diverse value systems in which children learn and grow
- ☒ to help adults focus on what children CAN do and reinforce the idea that children are capable learners
- ☒ to increase the flow of information between families, early care and education providers, and elementary teachers
- ☒ to develop training and education programs for adults working and living with children

Montana's Early Learning Guidelines SHOULD NOT be used:

- ✗ as a diagnostic tool to assess a child's development
- ✗ to "push down" curriculum meant for older children to young children
- ✗ as a screening tool to determine school readiness and limit access to kindergarten
- ✗ to increase pressure on children and the adults who care for and educate them
- ✗ to justify inappropriate assessment packages
- ✗ to place increased importance on academics and move adults away from the power of play
- ✗ to suggest that preschool is more valuable than the home experience
- ✗ to evaluate early care and education programs or parenting skills
- ✗ to mandate specific curriculum or practices or serve as rules and regulations for programs to follow
- ✗ to highlight differences between the core philosophies of early childhood and elementary education
- ✗ to make decisions about funding programs

Although *Montana's Early Learning Guidelines* specifically address the needs of children ages 3-5, this does not mean to imply that a child's earliest years are not crucial in his/her preparation for elementary school. In fact, brain research has established that experiences in the first three years of life set the groundwork for a child's future social and academic success (Shore, 1997). The significance of a child's development leading up to age 3 cannot be stressed enough. In order for a child to exhibit the behaviors put forth by this document as



demonstrative of healthy development, he/she must have access to good health care, supportive social and cognitive environments, and a safe, strong community (Pathways, 2002). If a strong social-emotional foundation is lacking in a child's earliest experiences, it is much more difficult for the child to concentrate on learning as he/she grows. The Task Force in charge of directing the progress of *Montana's Early Learning Guidelines* has recommended that a companion document be produced in the near future to address the specific needs of children birth to three. Until that time, there is an inherent understanding within this document that learning occurs from the moment a child is born throughout his/her entire life, and that all stages of development are important and deserve respect.

Organization of the Document

Montana's Early Learning Guidelines are organized into seven curriculum areas:

- Creative Arts
- Language and Literacy
- Mathematics and Numeracy
- Physical Development and Health
- Science
- Social-Emotional Development
- Social Studies

Although the information presented is organized by curriculum area, it is important to note that children's learning is not segmented into separate categories. Children learn all the time, and integrate their learning in each educational area into everything they do. For example, children learn about science as they mix paint for an art project; they practice physical skills during group reading time; they challenge themselves mathematically as they map out their neighborhood; and they grow socially and emotionally when engaged by themselves and with others throughout the day. Early care and education should strive to address the whole child as learning opportunities are planned and prepared. It is the intent of *Montana's Early Learning Guidelines* that the information presented functions across all three developmental domains: *cognitive, physical, and social-emotional*.

Each curriculum area section is organized in the following manner:

- ▶ **Curriculum Area Introduction** – an overview of the section and how learning in this area contributes to the overall education of young children.
- ▶ **Guidelines for the Curriculum Area** – between four and nine Guidelines are identified in each curriculum area and are numbered and titled. The Guideline itself appears in a gray box, and is sometimes accompanied by a paragraph giving further information on the subject.
- ▶ **"You may see the child begin to..."** – this section concentrates on a variety of behaviors that may be observed in children related to each Guideline. **This list is neither exclusive nor exhaustive**; it is only meant to clarify the Guideline by providing examples of some observable traits in children.
- ▶ **"A child can be supported by an adult who..."** – this section gives examples of what an adult can do to support a child's growth and development related to each Guideline. As with the previous section, this list is only meant to provide direction; there may be many other ways an adult can work with children to foster their growth and development.
- ▶ **Scenario** – the scenario serves to illustrate how each Guideline may appear in practice. It is hoped that the scenario will further deepen the reader's understanding of each Guideline and serve as inspiration for planning learning opportunities for children.

The Guidelines and the curriculum areas are meant to align with standards set by Montana's Office of Public Instruction (OPI) for kindergarten through twelfth grade. The Task Force consulted these standards as The Guidelines were written, but they were not the only resource used to determine what and how young children in Montana should learn. The Joint Position Statement of the National Association for the Education of Young Children and the National Association of Early Childhood Specialists in State Departments of Education entitled *Early Learning Standards: Creating the Conditions for Success* makes it clear that early childhood is a unique period of life that serves as the foundation for later learning, and that this period has value in itself outside of preparation for elementary school. The Position Statement goes on to state very clearly that early learning guidelines

should be built forward, from their earliest beginnings, rather than being simplified versions of standards for older children. The result will be a more powerful content and more valid expectations for early learning and skill development. With this process, early learning standards do align with what comes later, but the connections are meaningful rather than mechanical and superficial (NAEYC and NAECS/SDE, 2002).

During the process of writing *Montana's Early Learning Guidelines*, kindergarten teachers, elementary school principals, school superintendents, and representatives from OPI came together with early childhood professionals and a variety of other people interested in early learning to contribute their ideas to the document. It is hoped that both those preparing Montana's young children for elementary school and those receiving our children into their classrooms will benefit from the educational perspective of *Montana's Early Learning Guidelines*.

Guiding Principles

The following ideals were set forth by the Task Force responsible for creating *Montana's Early Learning Guidelines* and were used to guide the writing of the document. All understanding of the Guidelines and use of this important tool should be viewed in this light.

- A. **Basic Needs:** All children have the right to have their basic needs met. Children rely on parents and early care and education practitioners to know what to do if their needs are not being met, or are being compromised. Research shows that general health is a critical indicator of a child's success in school (National Center for Education Statistics, 2002 and Pathways Mapping Initiative, 2002).
- B. **Brain Development:** All children have the right to have their early experiences acknowledged and recognized as extremely important in their further development. Children come into the world ready to learn, actively engaging in making sense of their world from birth. The first three years of a child's life set the groundwork for a lifetime of brain development and must be taken into consideration when planning any further learning (Families and Work Institute, 1997).
- C. **Child Development Expertise:** All children have the right to expect that their early care and education practitioner has a solid knowledge of child development, and continues to improve his or her practice through continuing education on the latest developments in the field. All teachers of young children need foundational knowledge in language acquisition and early literacy development, along with professional development in teaching practices that promote optimal development. Research shows that quality early care and education contributes to a child's readiness to learn, and that staff education and experience are determining factors in high quality programs (Pathways Mapping Initiative, 2002).
- D. **Culture:** All children have the right to expect that their home, community, and family lives will be respected in the early care and education setting. Children's home language with their families must be respected as the basis for learning a second language. It is recognized by the National Education Goals Panel, based on research, that a child's learning is complex and is influenced by cultural and contextual factors (National Association for the Education of Young Children, 1995).
- E. **Developmentally Appropriate Practice (DAP):** All children have the right to be cared for and educated in a developmentally appropriate manner. All children have the right to be treated as an individual with unique strengths, interests, and approaches to learning. Early care and education must address the "whole child" and be constantly working with each child on multiple levels. Childhood is a unique stage in human development, and must be appreciated as such (National Association for the Education of Young Children, 1997).
- F. **Ethics:** All children have the right to be cared for and educated under the protection of a Code of Ethical Conduct. Early care and education practitioners should understand and follow the profession's ethical guidelines at all times, in all situations (National Association for the Education of Young Children, 1998).
- G. **Family Involvement:** All children have the right to the involvement of their families in all aspects of their care and education. Families are key partners in every young child's education, and must be supported by the early care and education community. Effective communication and involvement

consistently lead to positive effects for the early development of young children (National Association for the Education of Young Children and National Association of Early Childhood Specialists in State Departments of Education, 2002). Families need access to information on what to look for in choosing quality early care and education.

- H. **Inclusion:** All children have the right to the supports, resources, and services they need to participate actively and meaningfully in the early childhood setting. Early care and education must be prepared to work together with families, following parents' lead, to make referrals when children's development appears delayed, collaborate with children's IFSP/IEP teams, modify/adapt program activities and routines (make reasonable accommodations), and implement appropriate interventions within the context of the early childhood setting (DEC/NAEYC Joint Position Statement on Inclusion, 1993).
- I. **Life-long Learners:** All children have the right to be supported as life-long learners. Children should be recognized as capable individuals and competent learners. They must be allowed to develop a disposition and eagerness to learn in order to find success in their learning experiences. A positive approach to learning has been shown to be a critical determinant to mastering school skills (National Center for Education Statistics, 2002).
- J. **Play:** All children have the right to expect that their play is respected as a valuable learning tool. They are to have a rich learning environment in which to explore their world, and are to be exposed to a variety of experiences to help deepen their understanding. Children learn best through a combination of teacher-directed and child-initiated methods, through both guided play and open-ended activities. Play is how a child accesses the complexities of the world, and is the primary way they learn about the world around them (National Association for the Education of Young Children, 1987).
- K. **Policy-Making:** All children have the right to be supported and protected by policy makers at the community, state, and national levels. Decision makers must always keep in mind the effects that their actions have on our youngest citizens (Children's Defense Fund, 2002).
- L. **School Readiness:** All children have the right to expect that the public school system, specifically kindergarten classrooms, will be prepared to meet their needs. The responsibility for school readiness rests with the school, not the child (National Association for the Education of Young Children, 1995).

Creative Arts

"The creative arts are our universal language, the language of our imagination, of musicians and dancers, painters and sculptors, storytellers and poets."

(Edwards, 1997)



Through creative arts children explore and represent their ideas about the world, reveal their inner thoughts and feelings, find ways to understand themselves, enrich their world and bring beauty into it.

The creative arts allow children to integrate all curriculum areas. For example, as a child creates a clay bear he/she must: think about how a bear looks and plan how he will create this image in a three dimensional media, conquer technical dilemmas through problem solving, use math skills to determine proportion, utilize fine motor skills in implementing his plan, and learn more about science and art through exploring the properties of clay. He portrays his feelings about bears through his creation. If he is afraid of bears the clay bear might have large ferocious teeth. Creating the bear might assist him to feel some control over this fear.

Three creative arts areas are included in this section: visual arts, music, and drama. Dance and movement are included under physical development. For each area in the creative arts section there are guidelines that address appreciation, production, and elements.



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Creative Arts Guideline 1:

Art Appreciation

Children express personal interests, ideas, and feelings through art and begin to share opinions about artwork and artistic experiences.

You may see the child begin to:

- express feelings about art.
- select different art media to express emotions or feelings.
- assert individuality by producing unique creations, such as drawing a scene that differs in color and design from the traditional.
- create meaning and make sense of the world through exposure to art and the cultures from which it emerges.
- understand differences and preferences as he/she encounters artwork.
- wonder about or ask questions about works of art.

A child can be supported by an adult who:

- values each child's creative efforts.
- provides easily accessible art media and materials that are culturally responsive to the diversity of families and the community.
- asks open-ended questions and describes what he/she sees without judgment.
- brings works of art into the environment.
- demonstrates an accepting attitude toward each child's ideas
- gives recognition by exhibiting each child's work at the child's eye-level.
- views art materials as meaningful rather than messy and a waste of time.
- provides creative experiences that are well planned and executed.
- provides areas for children to place unfinished work to complete at another time.

Scenario: Scary dogs, magic wands, and intriguing foam

Joy maintains an area of her classroom with a variety of art material that is accessible to the children at all times. In addition to crayons, paper, glue, markers, and other traditional art materials, Joy makes an effort to provide materials that take a little more thought from the children to determine how to incorporate them into their creations. This morning, before the children arrived, she filled one of the clear, plastic art bins with irregular bits of foam donated by a local manufacturer. Throughout the morning, she keeps an eye on the art area to see what the children will think to do with the new material. This is what she overhears:

Sam: What's this?

Kelsey: I don't know. Let me have one. Ew, it's squishy!

Sam: I bet we can squish it right onto the paper. Where's the glue? I'm gonna make a scary dog with big bumps down its back.



Kelsey: No, let's get pipe cleaners. I'm gonna make a magic wand and sprinkle fairy dust on everyone!

Madison: What are you doing? What's that?

Sam: Dog fur - grrr!

Kelsey: Magic wand power!

Madison: I think it looks like my grandma's hair. Joy, do we have any blue paint? I want to draw my grandma.

Joy helps Madison pour some blue paint in a cup. She also invites Robby over to experiment with the new material. Robby has trouble focusing visually and is unable to grasp some of the traditional art implements, but is intrigued by new shapes and textures.

Joy: I see you have some different sizes of foam, Robby, and different colors, too. It seems that you are really giving this new material your full attention.

Sam: Here, Robby, do you need some glue? You can make a dog, too! Yours doesn't have to be scary, though. Some dogs are nice, aren't they Joy?

Joy: I've met some very nice dogs. Have you?

Sam: Well, some of them are scary, but if you don't know a dog very well, you should never go up to it and pet it. Then they usually leave you alone.

Joy: Yes, it's important to be careful with dogs you don't know. Thank you for sharing your glue, Sam. I'll get Robby some paper so he can make something if he wants.

Creative Arts Guideline 2: **Art Production**

Children use symbols, elements such as shape, line, color, and texture, and principles such as repetition in art experiences.

You may see the child begin to:

- use different colors, surface textures, and shapes to create form and meaning.
- use objects as symbols for other things (a block represents a boat).
- decide which lines should be long or short, wavy or straight, thick or thin and what color and where on the paper.
- experiment with familiar materials in new ways, such as tearing up colored paper and gluing to a picture to create texture.
- enjoy repetition of materials and activities to further explore, manipulate, and exercise the imagination.

A child can be supported by an adult who:

- does not pressure the child to "make something" to account for time.
- keeps in mind that artistic expression is affected by a child's developmental stage.

- recognizes each child's current physical, emotional, and intellectual development, and plans experiences accordingly.
- makes materials available in a setting where the child can work undisturbed.
- encourages the child to experiment and discover.
- comments on lines, shapes, colors, patterns, textures, and arrangement, and leaves it to the child to talk about what it stands for and what it means to the child.
- focuses on the process, not the product.
- acknowledges that one exposure to materials is not enough and offers materials regularly over the year.

Scenario: *Lines, lines, everywhere*

Amelia and her aunt were out for a walk in the neighborhood. They came across some old fence posts and rebar that were lying on the side of the road. Amelia's aunt wondered aloud if it came from the ranch down the road, where they were fixing a corral for the horses. Amelia noticed that, while most of the fence posts were stacked in a pile, a few had fallen off and were lying across each other. "It looks just like an X!" shouted Amelia. "So it does," replied her aunt. "Look at how the posts have weathered, Amelia. Do you know why these deep lines would all be in a row?" Just then, some of the rebar caught Amelia's eye. "Look! The lines on that stuff over there go 'round and 'round and 'round!" Amelia and her aunt talked about the different lines, curves and textures they found on the fence posts and rebar for a little while longer before heading back to their trailer home. When they arrived, Amelia's aunt pulled out some paper and markers for Amelia while she began cooking dinner. Amelia drew lines and circles in different colors, using different amounts of pressure on the paper to create new textures. Amelia's aunt called her attention to the straight line of the spaghetti she was cooking. Together they watched as the boiling water turned all the straight lines into curves.



Creative Arts Guideline 3: Art Elements

Children use different art media and materials in a variety of ways for creative expression, exploration, and sensory experience.

You may see the child begin to:

- manipulate a variety of art materials with increasing ease and confidence.
- recognize growing skill in making shapes, lines, and colors from exposure to early experiences in art.
- discover new uses for familiar materials, such as combining glue and paper to form shapes.
- develop the growing ability to plan, work independently, and demonstrate care and persistence in a variety of art projects.
- use a variety of materials (crayons, paint, clay, glue, scraps of material, etc.) to create original work.

A child can be supported by an adult who:

- recognizes the importance of waiting for the child to identify a creation him/herself, rather than labeling it for the child.
 - provides basic art supplies that include painting materials, drawing materials, pasting materials, sculpting and molding materials, and open-ended materials.
 - provides child accessible storage and an attractive, neatly labeled work area.
 - offers the child uninterrupted time to investigate and experience art in their own way.
 - provides art experiences that consist of set-up, work time, and clean-up, as well as opportunities for children to access art materials throughout the day.
 - allows the child use materials creatively, instead of in a prescribed way.
 - respectfully displays samples of each child's artwork at the child's eye-level.
-

Scenario: 3-D Mountains

Doug, a center provider, always has easels set up in the corner of the art area. As this is a popular activity with the children, they use a system of placing cards in clear pockets at the entrance to this area so that children can regulate themselves in taking turns. When a child is finished at an easel, he or she is expected to take off the smock and hang it up on a hook on the way out. The child then removes his or her card from the pocket and takes it to the next area he or she would like to work in. Other children then know that a spot is available at an easel.



One day, Doug noticed that Jeremy had left the easel without removing his smock or his card. He was about to remind him of the rules, when he saw that Jeremy had gone over to the clay storage box and was carefully picking out pieces of different colored clay. Doug decided to continue observing before stepping in. Jeremy turned around and headed back to his easel. When Doug checked back in a little while later, he saw that Jeremy had applied pieces of clay to his paper and was painting around them. When Jeremy was finished, Doug offered to set his creation aside to dry. As he did so, he told Jeremy that he had noticed that Jeremy had used the clay in a new way today. Jeremy replied that he had to use clay, because otherwise his picture wouldn't have come out right. The other day he had been on a hike with his Dad, and the mountains were not flat at all. Doug replied that he was very glad Jeremy thought to use clay to make his picture the way he wanted.

Creative Arts Guideline 4:
Music Appreciation

Children show enjoyment of music through facial expressions, vocalizations, and various movements.

You may see the child begin to:

- smile or laugh when music is played.
- verbally express enjoyment.
- sing along to familiar songs.
- experiment with words and sounds by rhyming and making up words and song verse.

- request certain songs/finger plays, etc.
- begin to clap in rhythm.
- dance/sway/tap toes/jump/hop to music alone or with others.

A child can be supported by an adult who:

- delights in music with young children.
 - makes music an integral part of the day.
 - provides opportunities for children to experience a variety of music media (singing, finger plays, instruments, etc.).
 - uses a variety of music (classical, jazz, children's music, music from different cultures, etc.) during various times of the day rather than continuous background noise (such as a radio).
 - plays a supportive role as young children experiment and discover music.
 - recognizes the individual differences reflected in each child's musical preferences.
-

Scenario: *A Roomful of Drums*

Jean has noticed that certain times of the day at preschool are more hectic than others. She especially feels the children have a difficult time in the transition from free time to story time. She has noticed that many of the children stop what they are doing and listen when she plays a Native American drumming CD. She decides to try playing this CD during the transition to story time. She turns on the music and observes what happens. A couple of children in the block area begin to bang blocks together to the beat. Sarah, who is playing in the activity table filled with wheat, fills a container and begins to shake it in rhythm. Jean follows the children's example, picks up a nearby toy and begins to beat it with her fingers. She starts to move around the room, and encourage the children to use whatever they are playing with as a drum. When the song is over, Jean asks the children to gather for story time and tell the group what kind of "drum" they had played. They discuss how the "instruments" made different sounds. For story time, Jean reads *Little Clancy's New Drum*. She decides to visit the library on her way home to find more books about drums and homemade instruments.

**Creative Arts Guideline 5:**
Music Production

Children produce vocal/instrumental music and rhythmic movements spontaneously and in imitation.

You may see the child begin to:

- produce rhythmic patterns to familiar songs.
- create his/her own alternate actions for a finger play or a familiar song.
- imitate familiar vocalizations or movements.
- spontaneously explore sounds produced by striking a variety of materials (pots and pans, wooden spoons, blocks, etc.).

- hum, sing along or move his/her body to tunes playing in the environment.
- sing favorite songs from memory.
- follow repetitive patterns of movements (clapping, marching, etc.).

A child can be supported by an adult who:

- encourages the child to create music by using voices, instruments and other sound sources.
 - is positively involved as the child experiments and discovers music.
 - identifies natural rhythm in the play area (clocks, squeaks, drips, bouncing balls, swaying trees).
 - claps rhythmic patterns to names, poems, and nursery rhymes and invites the child to repeat or join in.
 - introduces body actions to music (e.g., *Head, Shoulders, Knees, and Toes*).
-

Scenario: *Singing to the Baby*

Allison just got a new brother in her home. She is very curious about the baby, but knows she is not allowed to play with her brother unless an adult is supervising. Her mother is very busy adjusting to having two young children to care for. Allison no longer has her mother's constant attention, and is encouraged to find new ways to play by herself. She has become much more interested in her collection of dolls lately, as a result of the changes in her home environment. Allison's mother has supplied her with baby diapers and clothes to enhance her play. One day, as Allison's mother is hurrying past Allison's room to do the laundry, she hears a soft, rhythmic voice. As she slows down and peers into the room, she sees Allison lovingly rocking a doll and singing a lullaby. It is not a song that she has ever sung to the baby, in fact, she's never heard it before at all. Allison has made up an original lullaby in imitation of what she hears every night as the baby gets put to sleep.

**Creative Arts Guideline 6:
Music Elements**

Children begin to differentiate variations in tempo, dynamics, and types of sounds made by different classes of instruments (percussion, wind, and string).

You may see the child begin to:

- play classroom instruments.
- moderate movements to tempo (fast/slow) and dynamics (loud/soft) of music heard.
- moderate vocalizations to tempo and dynamics of music.
- choose real or improvised instruments to play along with instrument heard.
- distinguish among the sounds of several common instruments.
- follow symbols that represent musical notes (color-coded xylophone).
- invent symbols that represent vocal and instrumental sounds, and musical ideas.

A child can be supported by an adult who:

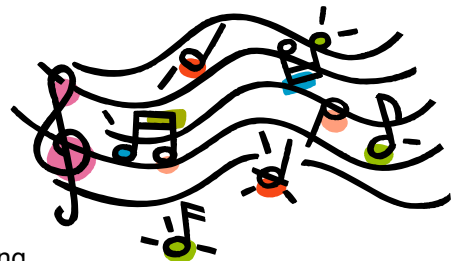
- moves beyond feelings of embarrassment about an ordinary voice and sings with enthusiasm.
 - if not musically inclined, arranges for another person to assist or uses records, tapes or CDs rather than eliminate music from the daily curriculum.
 - builds a strong and varied repertoire of songs, rhythms, finger plays, poetry, and movement exercises.
 - realizes that music evokes emotions and uses different types of music to help children express their feelings.
 - over a period of time, teaches about the three groups of instruments (woodwinds, percussion, and strings) through repeated exposure.
 - provides props that encourage rhythm and music (blocks, sticks, shakers, bells, etc.).
 - provides a music center that allows children to independently explore a variety of musical activities.
-

Scenario: *Music in the Morning*

Kelly had always felt that music was an important part of the day for children. In her infant classroom the previous year, she enjoyed playing soft music and singing to the babies. This year, however, she is the assistant teacher in the preschool classroom, and she is feeling overwhelmed. There are many more children in the room than she is used to, and the noise and activity level drown out her quiet music. She knows that the lullabies she learned last year won't be enough for her new group of children. During a break, she heads to the resource shelf and finds a book of songs for active preschoolers. She photocopies some of her favorites and brings them to the head teacher to discuss the best ways of incorporating these songs into the children's day. The head teacher helps Kelly find a few CDs that contain some songs she has chosen. Kelly takes the material home and thinks about how to best use the new songs.

The next day, Kelly approaches a small group of children, and asks if they would like to learn a new song. A few jump up when Kelly puts on the CD and begin to act out the song with her. Pretty soon, more children join in, and she ends up repeating the song and movements multiple times. The next morning, she is surrounded by a group of children who want to do the song again. It becomes an important transition for the children after being

dropped off in the morning. Kelly even notices a few children on the playground some afternoons, singing and moving to their favorite morning song, while other children hit sticks together in rhythm. Kelly has found a wonderful way to use the important aspect of music on a daily basis, and is no longer so self-conscious about introducing new songs and actions to the children.



Creative Arts Guideline 7:

Drama Appreciation

Children show appreciation and awareness of drama through observation and imitation, and by participating in simple dramatic plots, assuming roles related to their life experiences. Young children enjoy telling stories through action, dialogue or both.

Further information: Drama is one of the primary ways children learn about life...about actions and consequences, about customs and beliefs, about others and themselves.

You may see the child begin to:

- perform simple actions with people or toys.
- imitate real life experiences (pretend to prepare meals, become another character, or give a baby doll a shot).
- talk on the telephone, imitating the language and expression of others.
- use dolls and other objects to act out ideas, experiences and express feelings.
- pantomime emotions.
- experiment by dressing in a variety of clothes.
- observe informal and formal performances.

A child can be supported by an adult who:

- provides props that inspire pretend play.
- values and allows time for dramatic play.
- participates in and encourages children's dramatic play.
- uses role-play to help children work through emotions.
- allows children opportunities and materials to try on a variety of adult roles (both male and female).
- provides props that reflect a variety of cultural, family and ethnic backgrounds.
- provides props that represent varying abilities (wheelchairs, crutches, and Braille books).

Scenario: *Costume Party*

After completing a study of several authors, Jenny at Enquiring Minds Pre-School plans a costume party where adults and children dress like a favorite book character. Children are anticipating this event. After story time, with Jenny verbally guiding the play (side-coaching), each child finds a "self space" (where they can move freely without touching anyone/anything). Jeremy pretends to dress in a caterpillar costume to be "the very hungry caterpillar." The children enact other events that will occur as part of the party, passing out pretend treats, eating treats, etc. Later, several of the children go to the dramatic play center. Brian puts the cowboy hat on and pretends to ride a horse. He says, "I am a cowboy and I ride horses!" Stacey also pretends to ride a horse along with Brian. Grace puts the fireman's hat on and pretends to put a fire out with hose, "I am a firefighter," she says. Mary picks up a "magic wand" and pretends to be a fairy godmother. They pantomime actions and sounds that show the characters they plan to be for the costume party.



Creative Arts Guideline 8:

Drama Production

Children create and direct complex scenarios based on individual and group experiences. Children create situations, arrange environments to bring their drama to life, assume roles, direct others and accept direction from others.

Further information: Drama offers a challenge for children to work together to negotiate their play ideas. It offers opportunity to communicate ideas and feelings.

You may see the child begin to:

- assign roles to others.
- negotiate roles and plots.
- make and gather props.
- don costumes.
- act out or replay a personalized experience.

A child can be supported by an adult who:

- provides puppets and props and that encourages children to role-play stories and experiences.
- involves children in creating and gathering props.
- allows children to use entire classroom environment for dramatic play.
- supports, assists, and facilitates children's drama.
- intervenes to maintain an anti-bias environment.
- reads or tells stories to stimulate dramatic play.



Scenario: *At the Hospital*

The class has returned from a visit to the local hospital. They discuss all of the people and their various jobs. Kathy, the teacher, gives the children roles to play in pairs "at the hospital", and "stations" in the room are decided. Kathy "visits" the hospital and goes from station to station for various information and assistance. Veronica gives Kathy a "shot" and puts a "bandage" on it. While Kathy is getting a "shot", Alyssa puts a bandage on Jimmy's head and pretends to give him medicine. Bailey limps around on play crutches and John listens to Jake's heart with the play stethoscope. Chris pretends to write down information on a chart and tells Kathy she can go in to see Jimmy now. Later, during story time, Sam asks Kathy to read a book about going to the hospital. After the story, the children talk about their experiences with being sick and going to the doctor.

Creative Arts Guideline 9:

Drama Elements

Children role play stories in books, poems and simple imaginary themes using elements of drama including character, place, theme or idea.

You may see the child begin to:

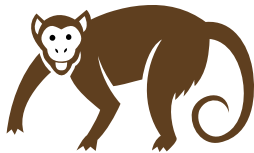
- recall elements of the story or situation (sequence of events, characters, settings).
- use different voices to portray different characters.
- use props or objects in an imaginative way or to signify place (using a row of chairs to signify a bus).
- play for extended periods in an in-depth way.
- play and replay the same situation with more detail or extended events.

A child can be supported by an adult who:

- uses questioning strategies to extend detail or depth in children's dramatic play.
- suggests additional props or situations to extend play.
- encourages extended play through verbal affirmations.
- helps children find additional story ideas through providing rich literature and life experiences.
- encourages children to re-enact real life roles and situations (baker, nurse, teacher).
- helps children notice roles/uniforms/daily activities in real life situations.

Scenario: *Caps for Sale*

A group of children listen to a picture storybook of *Caps for Sale*. After a brief discussion of who-where-what happened in the story, Ann asks the children to join hands to make a circle. In the center, she pretends to be the peddler begging for the return of his caps. The children pretend to be the monkeys, mimicking the peddler.



During the next story time, Ann re-reads the entire story while Billie enacts the role of the peddler (Ann pauses in the reading to side coach the action) and the rest of the children portray the monkeys. Later in the day, during playtime, three of the children re-enact the story at the dramatic play center, where Ann has placed a variety of caps. Susie and

Brooklyn take the caps and Barry begs for their return. Later Brooklyn puts one of the caps on and pretends to be hiking in the woods and prepares to “camp”. They use the small tent that is set up in the corner of the room. They all gather “firewood” and Susie and Barry pretend to roast marshmallows over the campfire.

Language and Literacy

Language and literacy are an integral part of development for young children, and happen in a sequential manner. A strong foundation in the development of language proficiency is the key to developing literacy skills, thus a pre-requisite in learning to read. Young children need an environment filled with rich language and many opportunities to hear language and use language for a variety of purposes. The best preparation in the early years is to expose children to a broad range of experiences and to help them anticipate, participate and recall



what is experienced with as much verbal and written language as a child is developmentally able to absorb. The more this happens, the better able the child is to acquire the concepts and language that contribute to learning to read.

In building a foundation for speaking for a variety of purposes, young children need many opportunities to formulate language rules and communicate their ideas to adults and children. Adults help children develop language by caring about the child's self-esteem, responding to information, questions, requests, and interests. Adults provide these experiences in a playful manner with authentic activities reflecting everyday life. Encouragement, positive feedback, and access to a wide variety of writing materials are critical for children to acquire a sense of being a writer.

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Language and Literacy Guideline 1: Receptive Language

Children enter into the exchange of information around what is seen, heard, and experienced. They begin to acquire the concepts and language that contribute to learning to communicate and, eventually, to read.

Further information: Receptive language is our understanding of the vocabulary and sentence structures of our language.

You may see the child begin to:

- understand positional words such as: in/on, same/different, top/bottom, over/under, on/off, middle, between, etc.
- follow one and two-step directions.
- follow two and three step directions with cues and help.
- sit and listen for increasing lengths of time.
- begin to solve simple problems.
- begin to understand actions and feelings.
- understand different outcomes and character roles in stories.
- ask questions for meaning.

A child can be supported by an adult who:

- reads to and with the child on a daily basis in a way that makes the child become an active participant.
- talks with child before, during, and after daily routines, activities, and events.
- gives the child opportunities to play board games, cards, and action games.
- offers an environment filled with rich language and many opportunities to hear language and use language for a variety of purposes.
- exposes the child to a broad range of experiences and helps them to anticipate, participate, and recall what is experienced with as much verbal and written language as the child is developmentally able to absorb.
- responds with scaffolding techniques (provides the support necessary for a child to accomplish a new or complex task).

Scenario: *Involving Children in the Storytelling Process*



At preschool, Tom reads the story, *Clap Your Hands* by Lorinda Bryan Cauley with lots of expression, props and interaction with the children. The children participate by acting out each action of the story and repeating the different sounds in the story; such as “wiggle, wiggle” for the pants or “stomp, stomp” for the feet. Tom supplies props such as scarves, maracas, hats, etc. for the children to use for different parts of the book and for additional readings. Pictures of the props are also used. The story and the props are also made available for the children during free play. Tom plans a

performance of the story for the children's families and community members at the school's open house. When the children begin to ask for other fun stories to act out, Tom brings out *The Little Old Lady Who Wasn't Afraid of Anything*, *Brown Bear, Brown Bear*, and *The Doorbell Rang*. When the adult uses expression and animation, children understand the story better and develop vocabulary more readily. Involving the children in the story helps them attend and interact with the reading process. Rereading the same story many times helps children develop pre-reading skills.

Language and Literacy Guideline 2:

Expressive Language

Children learn when they talk out loud. Children use words to help adults and others to understand their needs, ask questions, express feelings and solve problems.

Further Information: Expressive language is our ability to use language for many purposes to communicate our needs, desires, and thoughts. The ability to use the full array of language skills for expression and interpretation is strongly influenced by children's experiences and environment.

You may see the child begin to:

- increase vocabulary on a steady basis.
- use simple sentences to express wants and needs.
- use increasingly longer sentences.
- use communication skills such as turn taking, listening, staying on topic, modulating tone of voice, using body language/gestures with increasing competency and practice.
- use pronouns, verb forms, and question forms correctly with increasing frequency.
- use more accurate pronunciation to be understood by an increasing variety of listeners. (Articulation [how words are pronounced] develops over a long period of time – until age of eight).
- practice fluency by "reading" books to others using expression and voice inflection (children ages 3-5 are likely memorizing the book, not actually reading).
- participate in finger plays, rhymes and simple songs that are repetitive.
- become more involved in stories and reading.
- relate a story or event with increasing detail and coherence.
- become interested in learning to read ("What's that letter?").

A child can be supported by an adult who:

- provides a friendly, nurturing, familiar and stimulating environment that allows children to feel confident about speaking aloud, without fear of criticism.
- cares about the child's self-esteem, responding to information, questions, requests, and interests.
- talks with and listens to the child, frequently encouraging the sharing of experiences and ideas.

- provides opportunities to formulate language rules and communicate his/her ideas through social interaction and communication with adults and other children.
 - keep questions to a minimum by using conversation starters such as: "I wonder what is going on there?" "It looks like he is happy," in order to encourage the child to use a greater number of complex words in his/her response.
 - limits negative directives such as "stop that," "don't," "no."
 - uses positive directives and provides choices, such as asking, "Would you like to play with puzzle or throw the ball?" This strategy gives the child a choice and uses more words.
 - provides alternate ways for children with limited verbal skills to communicate (sign language, communication devices, computer board, communication books).
 - models correct language usage and expanded sentence structure in conversation.
 - models fluency by reading aloud clearly and with expression.
-

Scenario: *Farmer in the Dell*

Shawna observes her son Nathan playing with a toy farm set. She approaches Nathan and sits down. He moves the cow from inside to outside of the barn.

Shawna: I see the cow outside the barn.

Nathan: The sheep is inside the barn.

Shawna: Yes, he is inside the barn. I wonder where the other animals are.

Nathan: The pigs are over here in the fence and the chicken is hiding.

Shawna: Is the chicken hiding? I didn't know that chickens could hide.

Nathan: They can.

He looks under the couch and shows his mom the chicken.

Shawna: Maybe the chicken doesn't feel safe. Does he have a special place to be safe?

Nathan: Yes, up here away from the other animals.

Shawna: That looks like a good place – that is called the loft.



Language and Literacy Guideline 3: Phonological Awareness

Children become aware of the sounds of letters and combinations of letters that make up words. They begin to manipulate syllables and sounds of speech.

Further Information: Phonological Awareness is the conscious awareness of the sound structure of language and the ability to manipulate syllables and sounds of speech.

You may see the child begin to:

- imitate rhyming patterns in songs, rhymes, and finger plays.
- fill in missing words to known songs, rhymes, finger plays.
- identify pictures or words that rhyme.

- produce words that rhyme.
- identify beginning sounds of words.
- blend words into a sentence.
- blend a beginning sound with the rest of a word (f-ish) and blend words with three sounds (s-u-n).
- segment (separate) sentences into words, and words into syllables.
- recognize the same sounds in different words (/b/ is the same in ball, bat, and bed).
- play with sounds by using words starting with same sounds, use string of words beginning with same sound (tiptoe with Tim through the tulips), match words or items that begin with same sound.

A child can be supported by an adult who:

- provides opportunities for the child to experiment and play with the sounds words make through songs, rhymes, nonsense words, alliterations and music.
- when reading familiar rhymes, stops before a rhyming word and encourages the child to fill in the rhyme.
- draws attention to the sounds and syllables of spoken words through word play activities such as rhyming, focusing on beginning sounds of words (alliteration), blending sounds together to make words, and segmenting or pulling words apart into syllables and sounds.
- is attentive to a child's efforts to play with words, and encourages this practice, instead of jumping in to finish the child's sentence.
- provides an environment which includes rhythm instruments, children's music and movement tapes, and a center where children may listen to a variety of story and sound recordings.

Scenario: *The Sounds of Things*

Bobby is in the book area.

Robin (the classroom teacher): Hmm, Bobby. Book. I think 'book' starts with the same sound as your name, 'Bobby'.

Bobby: My name starts with /b/.

Robin: Yes, Bobby starts with /b/, and book starts with /b/. I wonder what else starts with /b/."

Miss Robin looks around and pauses.

Robin: Hmm, bird starts with /b/.

Bobby: My body starts with /b/.

Robin: Yes. Let's look around and see what else we can find.

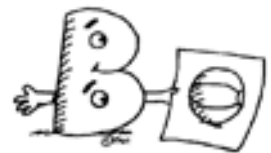
Mike joins the activity and finds a ball.

Mike: /b/, ball.

Robin: Yes, that is great. What a fun game! Mike what sound does your name start with?

Mike: Mmm- /m/.

Miss Robin continues to focus on beginning sounds with other children until they are not interested or as time allows.



Language and Literacy Guideline 4:

Print Awareness

Children acquire an understanding that print carries a message through symbols and words. Children learn to make the connection between sounds and letters (the alphabetic principle).

You may see the child begin to:

- enjoy listening to and discussing stories.
- choose favorite books to “read” or have read aloud.
- use pictures to “read” a story from memory and/or to predict what will happen.
- hold a book right side up and turn the pages in imitation.
- understand that the words in books tell a story.
- identify labels and signs in the environment (stop sign, exit sign).
- use play or artistic renditions to retell a story.
- recognize own printed name.
- identify some letters and make some letter-sound matches.
- sing the “alphabet” song.

A child can be supported by an adult who:

- rereads favorite stories and uses storytelling to encourage the use of new and interesting words.
- provides a print rich environment, including many kinds of books and printed materials.
- intentionally points out print in the environment (billboards, store fronts, cereal boxes, grocery lists, games).
- models reading and writing for many different purposes (grocery lists, to do lists, notes, cards, etc.).
- provides opportunities to become familiar with letter names and sounds (such as magnetic letters on the refrigerator).
- draws attention to the relationship between pictures and words.
- demonstrates that letters grouped together make words as they read or write a story, a label, a sign, a note, etc.
- takes the child to the library and shows them how and where to find materials.
- maintains a comfortable, cozy place where the child can look at books or read alone, or with an adult or a friend.
- uses non-English stories and books to support a child whose first language is not English and to expose children to different languages and cultures.

Scenario: *Let's Eat Out*



The children have been discussing food, food preparation and a variety of places to eat. They have been listening to and reading stories about restaurants. Sara, Dakota and Troy are playing in the dramatic play area that has been set up as a restaurant with things such as plastic food, dishes, ordering pads, menus with pictures and words, serving trays, etc. Troy wears a baker's hat and plays a role as the cook. Dakota carries an ordering pad and Sara plays the part of the customer. Dakota gives Sara the menu and asks her what she would like to have. She tells Dakota who "writes" her order on the pad and gives it to Troy, the cook. Troy then prepares Sara's order and gives it to Dakota to serve to Sara.

Language and Literacy Guideline 5: Print Development

Children acquire the ability to write through a sequence of stages, although individual children will become writers at different rates. These stages are: writing using scribble-like markings; writing using individual letter-like marks or mock letters; writing using recognizable, random letter strings; writing using semi-phonetic spelling; and writing using phonetic spelling.

Further information: Print development involves much more than learning to form alphabet letters. It involves understanding that print has a purpose, and provides meaning. The writing process begins early in a child's development with their attempts and approximations at writing (often considered "just scribbles" by adults). These early scribbles are an important and vital step in the print development process.

You may see the child begin to:

- understand that thoughts and ideas can be written down.
- understand that print holds meaning.
- experiment with a variety of writing tools including pencils, crayons, chalk, markers, pens, paints, sand, sky writing.
- hold the writing tools in "progressively refined" ways moving from a grasp to a correct pencil grip.
- communicate meaning at an individual level of development, such as mixing pictures and print to express ideas.
- dictate and narrate something for an adult to write.
- show interest in writing when given the time, place and materials.
- exhibit writing conventions such as writing left to right and from top to bottom.
- explain orally ("read") their writings.
- write his/her name and other familiar words.

A child can be supported by an adult who:

- provides the child with a variety of writing materials (crayons, chalk, paint, markers, sand, pudding, whipped cream, pencils or rubber stamps).
 - provides daily models of writing and discusses writing conventions (top to bottom, left to right, sound associations).
 - provides literacy-rich environments that allow real opportunities for writing (books, posters, charts, displays of student writing).
 - integrates writing throughout the day.
 - asks the child to “read” his/her writing.
 - prompts the child to “tell me more” to encourage extensions of his/her original writing.
 - gives encouragement and positive feedback to help the child acquire a sense of being a writer.
 - provides opportunities to copy environmental print in writing activities.
 - observes the child’s writing development to guide future activities.
 - supports the child’s attempts to write, focusing on the sounds in words.
-

Scenario: *Class Trip to the Wildlife Shelter*

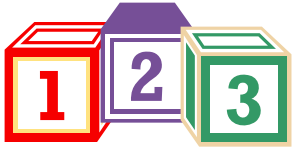
The children at Jamie’s Group Home are going to visit a wildlife shelter to see the rescued baby forest animals. Before going on the trip, they read books about forest animals, and talk about what they might see there. They also came up with questions to ask the park ranger, which Jamie wrote down in front of the children.

While there, Jamie makes sure they notice the signs on the fences and even tries to have the children read the signs. Julia, the ranger, tells the children interesting facts about the animals, how they came to the rescue center, how they are being cared for, and how they will be able to return to their homes in the forest. She also takes the time to answer the children’s questions in a manner they can understand. The children take notes (pictures, scribbles, words) on their clipboards. When they return, Jamie and the



children talk about all the things they saw, and Jamie writes down their observations on a big piece of paper, which she posts on the wall. On their own paper, the children draw a picture and write or narrate a story about their experience at the wildlife shelter. Later, Jamie talks to each child about his or her picture and story, and the children read them back to her. She puts them together into a class book called *Our Visit to the Wildlife Shelter*.

Mathematics and Numeracy



The foundation for children's mathematical development is established in the earliest years. Early mathematics learning builds on the curiosity and enthusiasm of children and grows naturally from their experiences.

Mathematics at this age, if appropriately connected to a child's world, is more than "getting ready" for school or accelerating them into elementary arithmetic. Appropriate mathematical experiences challenge young children to explore ideas, make sense of the world around them and find meaning in the physical world. Children need opportunities to compare quantities, discover patterns, explore dimensions of space, and struggle with real life problems (National Council of Teachers of Mathematics).

These guidelines identify mathematics as a foundation of children's development by addressing the following concepts: numeracy, classification and comparison, pattern recognition, shapes and directional words, measurement relationships, and problem solving. Adults provide children with exposure to mathematical concepts through everyday activities and experiences as they are engaged in play and interactions with others. Adults and children discover that mathematics is about connections and seeing relationships in everything people do.



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Mathematics and Numeracy Guideline 1:

Numeracy Relationships

Children develop the ability to think and work with numbers easily, to understand their uses, and describe their relationships. Children learn the meaning of numbers in their everyday experiences (e.g., home, early childhood settings, community and nature).

You may see the child begin to:

- experience, discover, and explore number relationships.
- use the names for numbers.
- understand that numbers always represent the same quantity (five objects are still five objects whether they are arranged in a vertical or horizontal arrangement) regardless of the order or physical arrangement of the objects counted.
- attach meaning to visual and verbal uses of numbers (numbers on homes help to find a friend's house).
- explore the steps from inventive to accurate counting (inventive – 1,3,8,5 to accurate counting – 1,2,3,4,5).
- count a series of objects in a group and tell the number (there are five cars in the block area).
- recognize and match number symbols with the appropriate amounts (the number “7” corresponds to the amount of marks they made on a piece of paper).
- model situations that involve the “adding to” and “taking away” using objects, pictures, and symbols.

A child can be supported by an adult who:

- offers hands-on opportunities to watch, play and interact with others to learn number vocabulary.
- uses a variety of strategies (questioning, commenting, counting) to prompt children to think about quantity and number words.
- uses number words and numerals, including zero, in meaningful everyday activities.
- counts real things to help the child use personal experiences with objects to better understand numbers.
- provides daily opportunities for the child to practice counting as opportunities naturally arise.
- provides objects in the environment with naturally occurring number relationships, such as clocks, timers, calendars, and thermometers.
- talks to the child about a variety of uses of numerals (channels on television, street addresses, phone numbers, etc.).
- models the “adding to” and “taking away” of objects (making note of what is happening mathematically while cooking or doing a home project).
- provides opportunities for the child to count, divide and/or share in everyday contexts (distributing snack, objects, or play dough to classmates or siblings).

A child can be supported by an adult who:

- uses words that describe and classify characteristics of items in the child's environment (pointing out colors, shapes, sizes).
- engages in conversations with the child about quantity and comparisons as the child interacts with materials throughout the day. ("Find the two brown socks that go together.").
- displays and discusses interesting collections (butterfly collections, pictures of the solar system).
- provides opportunities for the child to create and share groupings from a variety of materials (collections from home, gatherings of natural materials from a walk).
- provides items such as keys, bread tabs, beads, bottle caps, nuts and bolts, etc. to be sorted into containers for the child to use in grouping objects that are sorted by common characteristics.
- asks the child to verbally describe why he/she sorted or classified objects in a certain way.
- provides opportunities for the child to guess the amount or size of something as he/she works to gain an understanding of concepts like more, less, bigger, and smaller.
- provides a variety of objects and situations for working with 1:1 relationships (containers with lids, markers with caps, asking the child to pass out utensils, napkins, and cups for each person at snack/meal time).

Scenario: A Trip to the Grocery Store

Bridger and his dad are out doing errands on a Saturday afternoon. The cell phone rings, and Bridger's mom asks them to pick up some fruit on their way home. As they pull into the parking lot, Bridger's dad asks him what kind of fruit he thinks they should get. Bridger thinks before saying that, since mom likes Granny Smith apples, dad likes red grapes, baby Madison likes bananas, and he likes oranges, they should get all of these fruits.

Bridger's Dad: Let's see...apples, grapes, bananas, and oranges. That's four different kinds of fruit. How many of each should we get?"

Bridger: Well, just one each, because there's one for all of us!

Bridger's Dad: Now that would be okay for today, but what if we wanted to buy enough for the whole week?

Bridger: Hmm, How many days are in a whole week? We can just get that many!

Bridger's Dad: Well, there are seven days in a week, but I'm wondering if just seven grapes will be enough for me.

Bridger: No, not seven grapes, silly! Seven bags of grapes!

Bridger's Dad: Seven bags of grapes? Maybe we should go look at how big a bag is, because I think that maybe too much for me!



Bridger and his dad pick up a shopping basket and head for the produce section. They find the red grapes, and Bridger's dad holds a bag up for him to see.

Bridger's Dad: How much of this bag do you think I can eat in one day, Bridger?

Bridger: Oh, that's a lot of grapes.

Bridger's Dad: Yes, it is. If I can eat this much of the bag in one day, how long will these grapes last? Let's count and see.

Bridger and his dad divide up the bag of grapes into equal sections and count them together, for a total of eight.

Bridger's Dad: So with eight sections, how many days will I have grapes to eat?

Bridger: Eight days!

Bridger's Dad: That's right! And how many days did I need grapes for?

Bridger: I don't remember.

Bridger's Dad: How many days did we say is in one week? Let's count: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday. How many fingers am I holding up?

Bridger: Seven?

Bridger's Dad: Exactly! Great counting, Bridger! Seven days. And I have eight days worth of grapes. Do I have enough?

Bridger: I don't know.

Bridger's Dad: When we count, which number is bigger, seven or eight?

Bridger: Eight.

Bridger's Dad: Uh-huh. So if eight is more than seven, I would have grapes everyday for one week, then have some left over for one more day. Do I have enough?

Bridger: Yup! We just need one bag, don't we?

Bridger's Dad: You bet! Whew, that's hard work! Thanks for your help, Bridger. Let's go get the other fruit and head home.

Mathematics and Numeracy Guideline 3: Pattern Recognition and Reproduction

Children learn to identify and describe patterns using mathematical language. They develop the ability to reproduce patterns they see and to create new ones.

You may see the child begin to:

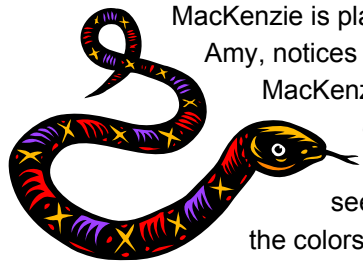
- recognize simple patterns of concrete objects (look at beads that are strung yellow, blue, yellow, blue and identify the pattern).
- predict what comes next when simple patterns are extended (when asked what comes after yellow, blue, yellow, answers blue).
- reproduce simple patterns of concrete objects (string beads yellow, blue, yellow, blue).
- reproduce patterns of sounds and movements (clap, stomp, clap).
- recognize objects arranged in a series and begin to place objects in order through trial and error (patterning blocks, by using two long blocks, one short block, two long blocks, one short block).
- describe a sequence of events (to build a snowperson – first, form a large ball to put on the bottom, second, form a medium ball and put in the middle, and third, form a small ball and place on top).

A child can be supported by an adult who:

- provides an environment that is rich in shapes, sizes, colors, and textures.
- helps the child recognize patterns in his/her environment (fabric patterns on clothing, number patterns on calendars).

- offers hands-on activities to explore and describe patterns and relationships involving numbers, shapes, data, and graphs in problem-solving situations.
- encourages the child to create, identify, and describe patterns in objects, designs, pictures, movement activities, and recurring events (talking about daily routines, setting the table, singing songs with repetition like the 'Hokey Pokey').
- provides opportunities for the child to create his/her own patterns for others to follow or extend using prompts (stringing beads and asking the child which bead comes next, or using finger plays such as five little pumpkins).
- asks the child to verbally describe why he/she ordered objects in a certain way.
- helps the child recognize and describe sequences in nature, daily routines, and in stories (reading predictable books and changing seasons in nature).
- builds on the child's understanding of a series by making changes and additions in materials (varying the number of blocks, sizes or shapes of blocks).

Scenario: *Creating Snakes*



MacKenzie is playing very quietly in the block area, with a high level of concentration. Her teacher, Amy, notices MacKenzie hard at work, and moves in to observe more closely. Amy sees that MacKenzie is arranging colored blocks of different shapes in a straight line. She bends down and comments on what a colorful line of blocks MacKenzie has put together. MacKenzie replies that it's actually a snake, just like the one she had seen in a book her stepfather read her the other night. Amy asks if the snake was all the colors she has in her blocks. MacKenzie disappointedly says that the snake was more pink and brown and black, but that these color blocks were all she had. Amy asks MacKenzie to come with her around the room and point out the colors of the snake. They find a bin of tan thread spools, a jar of pink pom-poms, and a handful of black water bottle caps. Amy and MacKenzie return to the block area and begin to put together MacKenzie's snake. Amy asks MacKenzie to describe where the colors of the snake were in the picture she saw, and encourages her to think of what item would come next to make the correct pattern. When they are done, Amy takes an instant snapshot of MacKenzie's snake for her to take home and compare with the picture in the book. Amy makes sure to stop MacKenzie's stepfather when he comes for pick up at the end of the day and explain how MacKenzie used patterns to recreate the snake. MacKenzie's stepfather agrees to help her look at the snake book to compare the colors and patterns she sees. The next day, MacKenzie comes to school and excitedly tells Amy that she and her stepfather had found even better things to make the snake and shows her a shoebox with the snake pattern objects glued to the bottom. They put the snake in MacKenzie's cubby until circle time, when she can show all her classmates. Amy makes a point to read a book about snakes at circle time, and these two actions together spark the children's interest in creating snake patterns. Amy introduces different shape and color blocks and new "found" materials after lunch, and invites the children to produce their own snakes. She encourages the children to talk about the patterns they are creating, and to identify the patterns that are emerging around them in other children's creations.

Mathematics and Numeracy Guideline 4: Geometric Shapes and Directional Words

Children build the foundation for recognizing and describing shapes by manipulating, playing with, tracing, and making common shapes using real objects in a variety of activities. Children learn spatial reasoning and directional words as they become aware of their bodies and personal space within their physical environment.

You may see the child begin to:

- recognize, describe, and name shapes (circles, triangles, rectangles, squares, diamonds, ovals).
- recognize geometric shapes in the environment (playing 'I spy' by finding different shapes or simply noticing and commenting on familiar shapes around them).
- explore geometric shapes (roll balls through a cylinder, make diamonds out of play dough).
- explore the size, shape, position, and movement of objects within their physical environment.
- understand space and size relationships (sneakers can fit in the small cubby, but boots need to go in the large cubby).
- use position words that indicate where things are in space (inside, outside, behind, in front, above, below, over, under, next to, near, far).
- experiment with mapping skills by using classroom materials to recreate their surroundings.

A child can be supported by an adult who:

- assists the child in identifying shapes in the environment (identifying traffic signs, examining a spider web).
- provides geometric materials in a variety of shapes and sizes (unit blocks, colored and patterned shaped blocks, stencils, objects and materials in nature such as leaves, sticks, and rocks).
- provides a variety of materials to create and represent shapes (paper, pipe cleaners, play dough, scissors, tape, wood).
- encourages the child to explore materials, nature and the environment (two and three dimensional objects) through movement and hands-on experience.
- enables the child to have a wide variety of gross motor movement in open spaces both indoors and outdoors (walking, crawling, skipping, hopping, jumping).
- gives the child opportunities to describe the position, direction, and distance of objects in relation to themselves.

- uses and encourages the child to use language and physical gestures to demonstrate directional words (inside, outside, behind, in front, above, below, over, under, next to, near, far) with people and things in the environment.

Scenario: *Playing with Shapes at the County Fair*

The children at Kidspace Preschool are very excited because today they are going to the county fair. They have been working with shapes in the classroom, and Jamie, their teacher, is eager to bring their knowledge to a new



level with shapes they will see in the environment at the fair. The adults accompanying the children to the fair have been given clipboards, paper, and markers to help the children record the shapes they see. While at the fair, the children recognize many of the shapes they have been learning about, such as triangles in the spokes of the ferris wheel, rectangles of the buildings, and the oval of a very plump sheep. They also study the pavilion, which they find out is a pentagon, and horseshoe prints in the dirt. The children are encouraged to use their bodies to explore the space they encounter at the fair. When they spot a shape in the distance, the adult asks the children to describe its location, and whether it's near or far. The children then decide together if they are going to walk, skip, or hop to the shape before drawing it. Jamie takes photographs of the items the children find shapes in, and will later post the photos next to the pictures that the children have drawn, labeled with the word for each shape.

Mathematics and Numeracy Guideline 5: Measurement Relationships

Children begin to use measurement instruments to explore and discover measurement relationships. They apply the characteristics of length, quantity, volume, distance, weight, area, and time to real life situations in order to construct concepts of measurement.

You may see the child begin to:

- use appropriate language to discuss measurement (heavy and light to describe weight, full and empty to describe volume, near and far to describe distance).
- use familiar objects as measuring devices (length in relation to body parts, distance in paper clips strung together, volume in cups of sand, weight in number of blocks).
- become aware of and begin to use, regardless of accuracy, the conventional language of measurement (feet, minutes, miles, gallons, tons).
- show an increasing awareness of conventional measurement tools and methods (tapes, rulers, clocks, and scales).
- recognize time as a sequence of events that relates to daily life (my parents pick me up after snack, we read a story before I go to bed).

- realize that some activities take longer than others and develop a context for elapsed time (swim class lasts an hour, which is shorter than a full day at school).
- estimate length, quantity, volume, distance, weight, area or elapsed time of familiar objects or events (number of steps to the front door, amount of water that can be poured into a glass).

A child can be supported by an adult who:

- talks about measurement concepts during everyday activities. (“We walked a long way today. How far do you think we went?” “That’s a lot of marbles. Will they all fit in this container?”)
- provides opportunities for the child to experiment with measuring (pouring juice for snack, working with different materials and utensils in an activity table).
- encourages the child to practice measuring with non-standard or arbitrary units of measure (whole body, pieces of string, number of noodles).
- provides computational tools and time-related instruments for the child to explore where they would naturally be used (measuring utensils in the activity table, rulers in the art area, clocks in the dramatic play area, scales in the block area).
- posts charts and posters with measurement language around the room (growth charts, picture graphs that display how many children can be in an area).
- talks about time and sequence during daily activities (we brush our teeth after breakfast, then go to school).
- introduces general concepts of time (in the morning, tomorrow) before discussing specific concepts like hours and minutes.
- talks about general concepts of time using clocks and calendars (look at the calendar to discuss the events of the day, week, and month).

Scenario: *Getting Ready for School*



Michaela and her mother have been looking forward to Michaela’s first day of kindergarten.

Michaela’s mother bought a special calendar to mark the time until school starts, and now there are only a few days left. In preparation for the big day, they practice Michaela’s new morning routine. They pick out an outfit and lay it out at night so that Michaela can be ready to dress herself in the morning. She is woken up at 7:30am by her mother, who announces the time as she pulls the curtains aside. Michaela gets out of bed and puts on her clothes, then picks up a brush and her hair accessories on the way to the kitchen for breakfast. Michaela and her mother eat breakfast and discuss how the day will go. Michaela’s

mother then brushes and fixes Michaela’s hair before reminding her to brush her teeth. Michaela brushes, then gathers her backpack and puts on her shoes while her mother cleans up the kitchen. They look at the time, which is now 8:20am, and discuss how long it may take to drive to school as they walk to the car. Michaela’s mom gives her a kitchen timer to hold as they make the trip to school. They arrive after twenty minutes, and Michaela’s mother explains that, with traffic, they may not be able to drive the same distance in the same amount of time. They decide that, in order for Michaela to have time to put her things away before school begins, they should try to leave home by 8:15am to arrive on time. With that plan in place for the next day, they head off to the store to pick up a few more school supplies that Michaela needs.

Mathematics and Numeracy Guideline 6:

Problem Solving

Children build a foundation for solving problems by formulating questions and possible solutions individually and with others based on their observations and experiences.

You may see the child begin to:

- become more confident in exploring the world around him/her, while also requesting help when needed.
- attempt to understand similarities and differences between objects or events.
- represent newly acquired information in a variety of ways (stories, drawings, dramatic play).
- explore the use and meaning of symbolic number objects (e.g., currency and coins can be exchanged for goods).
- wrestle with opposing ideas and approaches to construct a new understanding of an object, process, or emotion.
- look for, give clues and/or make predictions to solve a problem. ("This object is heavy and so it will sink.", "If you stack too many blocks they may fall over.")
- develop and use systematic approaches to problems by testing new possibilities through trial and error.
- work with others to achieve desired results (lifting a friend up in order to reach a desired object).
- explore the concepts of whole, part, and parts that make a whole (taking apart an old appliance and trying to figure out how it worked).

A child can be supported by an adult who:

- uses graphs, charts, and symbols to organize and interpret information and to show relationships (e.g., types of shoes worn by the children over a period of time when engaged in a project about that subject).
- provides a variety of shapes and materials that may be broken into parts and brought back together again (e.g., puzzles, non-functioning appliances, unit blocks).
- encourages the child to experiment with many different ways to solve problems. (e.g., "Is there another way to put this together?" or "Show me how you might solve this problem differently.")
- provides opportunities to integrate science and math (e.g., "Which sponge is bigger? A wet one or a dry one? How do we find out?").
- allows the child to struggle with a challenge before stepping in to help.
- asks open ended questions to encourage the child to come up with his/her own ideas.
- when asked to provide assistance, guides the child in a productive direction and expects him/her to take the next steps in solving the problem.

Scenario: *Surprise Snowstorm*

It was a beautiful morning when the children arrived at Debra's Darlings Group Child Care Home. There was a crispness to the air that signaled fall, but the sun was shining and there wasn't a cloud in sight. During lunch, however, Debra noticed the wind picking up and clouds forming in the sky. As she helped the children get settled for nap/quiet time, she could tell that a change in the weather was coming. She grew concerned that the

children's light jackets may not be warm enough for their afternoon walk. By the time the children got up from their rest, snowflakes were falling.

Caleb: "Where are we going for our walk today? Can we go to the playground again?"

Debra: "Well, Caleb, I want to talk about that with everybody. Has anyone noticed anything about the weather outside that's different from when you went for a rest?"

Children: "It's snowing!"

Debra: "Yes, it has started to flurry. What usually happens to the temperature of the air when it snows?"

Children: "It's cold!"

Debra: "And what do we usually wear when it's cold and snowy outside?"

Children: "Snowsuits! Boots! Mittens!"

Debra: "Yes, all those things keep us warm and dry when it's snowing. Did anyone bring a snowsuit or boots or mittens today to school?"

Brittney: "I brought my sparkly sneakers!"

Noah: "I wore my favorite baseball cap!"

Debra: "I didn't hear anyone say they had warm snow clothes, did you?"

Children: "No-o-o-o!"

Debra: "Hmm, then I think we may have a problem. If it is cold and windy and snowy outside, and no one has warm snow clothes to wear, then what should we do about taking our afternoon walk?"

Caleb: "We can just run and that will keep us warm!"

David: "Yeah, and when we get to the playground we can jump all around!"

Debra: "Those are good ideas. Let me get a piece of paper and a marker so we can write all this down."

Harriet: "I know, we can call our mommies and they can bring our snow clothes here!"

Casey: "My mommy can't come because she's at work."

Debra: "Hmm, there may be some difficulties with our solutions. Let's keep thinking about other ways to solve this problem."

Tommy: "We can share."

Debra: "Well, let's think about that. If we have ten children and only 2 pairs of extra boots, then can we all go on a walk together?"

Children: "No-o-o-o!"

Debra: "Maybe we need to keep thinking."

Kayla: "Well, we could stay inside and do something else."

Debra: "Hmm, that's another idea. That means that we can all stay together, and we will be warm. Those are two very important things."

Caleb: "But what about going to the playground?"

Debra: "How about I write it on the calendar so we can make sure we go tomorrow."

David: "But what if it's snowing again tomorrow?"

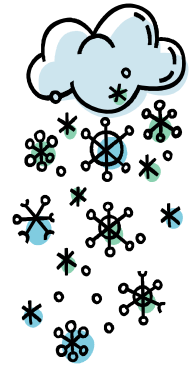
Debra: "That's a good point, David. How can we be sure that everyone has their snow clothes with them tomorrow so we don't have this problem again, I wonder."

Casey: "I know! When my dad needs to remember something he writes himself a note. We can write notes to our parents so they don't forget!"

Tommy: "And we can draw pictures of snowsuits and mittens, so they know just what we need!"

Children: "Yah!"

Debra: "Wow, I can see that's a solution everyone likes. So, today we will stay inside and write notes to our parents to bring warm clothes tomorrow, and I will write on the calendar that we plan to go to the playground tomorrow afternoon. Thank you so much for your help in solving this problem. We had lots of great ideas!"



Physical Development and Health

Health, safety, and physical development are critical to the skills, timing, and expression of early learning. A safe and healthy environment provides an essential foundation for children's personal health and well-being. Young children learn best when they are part of a safe and caring community. Children ages three to five are beginning to regulate their fundamental movements and develop basic body management. As a result, through activities and experiences, they are guided and encouraged to develop greater independence for personal care and safety.



Positive interpersonal skills, such as cooperation, sharing, empathy, and courtesy toward others serve as a base for understanding and respecting differences. When children learn to express themselves and enjoy movement and physical activity, they build the foundation for healthy development throughout their lives.



These guidelines identify personal health and safety as a keystone of children's development and address the building blocks of gross motor development, fine motor development, sensory development, and movement concepts, cemented together with self-expression and respect for differences.

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Physical Development and Health Guideline 1:

Gross/Fine Motor and Sensory Development

Young children observe, practice, demonstrate, and compare fundamental movements while learning to control their bodies in relation to other individuals and independent objects in their environment.

Further information: As young children move their bodies, they learn many concepts through their senses (sensory motor integration). Gross motor skills are the bigger movements, such as running and jumping, that use the large muscles in the arms, legs, torso, and feet. Fine motor skills are small movements, such as grabbing something with your thumb and forefinger, that use the small muscles of the fingers, toes, wrists, lips, and tongue. Sensory development includes vision, hearing, touch, taste, smell, and vestibular sense, which is found in the inner ear. Its purpose is to maintain balance and judge a person's position in space, and can be stimulated through swinging, rolling, turning upside down, spinning, etc.

You may see the child begin to:

- perform gross and fine motor skills at a basic level (e.g., march, run, kick, jump forward with feet together, climb, walk in a line one behind the other).
- perform stability skills alone and/or with others (e.g., walk up and down steps with alternating feet, complete a tumbling skill like a somersault, stand on one foot for six seconds, walk on a balance beam forward and backward).
- manipulate objects by throwing, catching, striking, swinging, and pulling at a basic level (e.g., throw a large ball in the sky and catch it with two hands, swing a plastic bat at a ball on a tee).
- perform basic creative movement skills alone and/or with others (e.g., dance to music or rhythmical sounds in free form or with simple adult guidance).
- increase his/her control over fine motor skills (e.g., glue a small collage piece with accuracy).

A child can be supported by an adult who:

- provides opportunities to walk, run, hop, kick, jump, and climb (e.g., kick a ball, hop back and forth over a line on the sidewalk, jump into a pile of raked leaves).
- provides materials and equipment for encouraging body movements (e.g., bean bags, wagons and doll strollers to push or pull).
- visits parks or nearby playgrounds to allow the child greater space to move his/her whole body (e.g., climb on the equipment, run a great distance, swing on the swings).
- makes up motions of clapping, stomping, and marching to accompany rhyming verses and music.
- promotes physical activities that stimulate the inner ear (e.g., rocking, swinging, rolling, spinning) and in which only one side of the body is used at a time (e.g., hopping, standing on one foot).
- provides experiences that support the use of hands in many different positions (e.g., painting at an upright easel).
- encourages participation in activities that promote moving fingers individually (e.g., finger plays, typing on an old typewriter) and ones that utilize the pincer grasp of the thumb/forefinger (e.g., manipulating small objects, peeling/sticking stickers).

- provides activities that strengthen hand grasp (e.g., molding play dough, using a hand held hole punch to punch holes in paper of various thickness).

Scenario: *Follow the Leader*

Diana has noticed that a few of the children in her family child care home have gotten bored with playing in her small backyard. She decides to create an activity that will get the children moving in a structured way, while still having fun. Early in the morning, she puts colorful, plastic lids throughout the yard. When the children arrive, they are curious about the new things they see in the yard. Diana explains that they are going to play a new game, and that the lids will help tell them what to do. The children are eager to start, so Diana takes the lead. She has the children line up behind her and explains that she will shout out what to do and that everyone should follow her lead. She begins by walking with her arm extended while explaining what she's doing and stops when she gets to one of the colorful lids. At that point, she shouts, "Stop!" and then stands on one foot after telling the children that's what they are to do to follow the leader. Then she asks the next child in line to take over and be the leader for the line, making their way to any lid they choose. The next child shouts, "Hop!" and the line hops over to the far corner where they stop at a lid and hold a finger to their noses upon instruction. The next child then gets his turn, and on it goes until snack.



Physical Development and Health Guideline 2: Movement Concepts

Young children begin to develop movement and sensory vocabulary and use it accurately. Young children apply movement concepts to motor skills by responding appropriately to:

- **direction (front/back, side/side, left/right),**
- **personal and general space,**
- **effort and force (hard/soft),**
- **speed and flow (fast/slow) and**
- **sensory experiences (rough/smooth, hot/cold).**

You may see the child begin to:

- follow rules for simple games and activities.
 - use language to describe movement concepts (describe what he/she is doing or what another person, animal or object is doing).
 - identify and use a variety of spatial relationships (follow directions to move in front of, behind, under, over, beside, etc. in a game of Simon Says).
 - attempt to apply physical concepts to specific movement situations (bend knees to soften a landing, move quickly to avoid obstacles in the path).
 - integrate an understanding of a variety of concepts in conjunction with movement (imitates an animal through movement, vocalizations, dress, and dramatization of the environment).
 - recognize and solve problems through active exploration.
-

A child can be supported by an adult who:

- assists the child to learn to follow simple rules and successfully participate in the group by listening to directions and waiting for a turn.
- provides materials and objects of various textures (e.g., painting with feet, building with textured blocks, reading books that contain fabrics and plastics).
- supports the child's rhythm and movement experiences by allowing a variety of objects to be used as musical instruments (e.g., pots, pans, blocks, spoons).
- provides physical experiences that integrate the child's movements with all their senses (e.g., engaging in shadow play, working with various materials in an activity table, dancing in front of a funhouse mirror).
- uses appropriate language in order to build a child's understanding of directionality and position in space (e.g., up, down, over, under, left, right, top, bottom, outside, and behind).
- provides opportunities for the child to jump off of and over things to experience his/her body in space.
- encourages different body positions when while sitting during group time or when engaged in stationary activity.
- provides activities to build hand/eye coordination in a developmental sequence. (e.g., beginning to use tongs to pick things up, becoming familiar with the motion of opening/closing scissors in unstructured snipping, progressing to cutting within a track, and finally cutting on a line and stopping at a marked point.)

Scenario: Going on a Bear Watch

"Everyone over here for circle time! We're going to have a big day today!" announces Don, the Head Start teacher.

The children eagerly find their place and await Don's new activity.

"First, we're going to read a book about a very special animal in Montana. Can anyone guess what it is?"

"A moose!" shouts one child.

"A deer!" says another.

"A bear – grrrrr!" shouts another.

"A bear! We're going to read about a bear today. Does anyone know where bears live?"

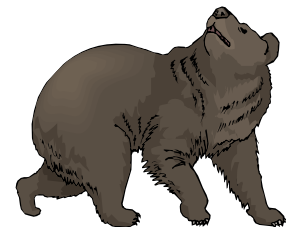
"In the woods," says one child.

"Yes, they live in the wilderness. Let's read more about them."

Don proceeds to read a book about bears, pointing out their habitat and where they are most likely to be found, along with elements of the wilderness depicted in the book.

"Now, we know that bears like to keep hidden in the wilderness, but do you think we could find one if we tried really hard? Let's go on a bear watch! Everyone up! (the children stand.) Put on your binoculars! (the children put their fingers in circles to their faces.) Okay, now we're in the wilderness. What's that in front of us? It's a big rock! Hmm, can't go under it, can't go around it, can't go through it. We'll need to go *over* it. Come on, everyone, let's go *over* the rock!"

Don and the children climb over a beanbag chair, pretending it's a big rock. Next in the bear watch, they come to a tall tree. "Can't go under it, can't go over it, can't go through it. We'll need to go *around* it," says Don. The group goes around a rocking chair, pretending it's a tall tree. They continue this activity using many imaginative things in the wilderness. Finally, they come to a clearing, and they see the bear up close. Suddenly the bear turns around and growls, and the group has to run back the way they came. Don and the children return through all of the motions they took on the way to the bear, with the children prompting for how to avoid all of the obstacles. When they return to the classroom, they all collapse on the floor.



Physical Development and Health Guideline 3: Self-Expression in Motor and Sensory Experiences

Young children seek out and participate in challenging physical activities, including sensory experiences that support their growth in self-expression and social interactions with others.

You may see the child begin to:

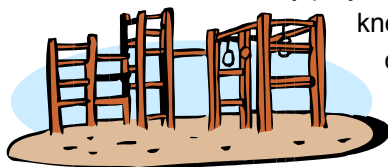
- talk about enjoying movement activities.
- express both positive and negative feelings about participating in physical activities.
- participate in a variety of gross/fine motor and sensory activities.
- attempt new gross/fine motor and sensory activities (e.g., jumping, catching, swinging, gardening, tasting new foods).
- demonstrate a determination to develop skills through repetitive practice.

A child can be supported by an adult who:

- provides the child with age-appropriate gross/fine motor and sensory activities that are fun, promote success, and yet remain challenging (e.g., directed parachute play, building a snow fort).
- talks with the child about feelings while participating in gross/fine motor and sensory activities.
- encourages the child to act out various roles as a means of self-expression (e.g., animals, construction workers, athletes).
- provides positive feedback when the child tries a new gross/fine motor and/or sensory activity.
- provides support as the child continues to attempt an activity that may not yet be easy.
- encourages the child's awareness of his/her skill mastery.
- incorporates various motor/sensory experiences while transitioning from one activity to another or from one place to another (e.g., marching to music from playground to snack).

Scenario: One Brave Step

The climbing equipment at the local park is a favorite of many of the children in Annie's After School program. She makes a point of bringing the children there a couple of times a week. This year, Annie has a couple of younger 5 year-olds in her program who are reluctant to try the climbing equipment. They often sit and watch the older children as they play. Annie has tried to encourage the younger children to crawl on their hands and



knees to the lowest level of the equipment, but they shake their heads and continue to study the other children. Annie thinks they may be intimidated by physical play of the older children on the climbing equipment, and approaches the parents of the younger children to talk about the situation. They decide that the best way to support the younger children may be to remain at the park

until most of the older children have been picked up, so that the equipment is more open for exploration. The next week, Annie's After School heads to the park in the afternoon, with a note to parents to pick up the children at that location. As the activity winds down on the climbing equipment, Annie once again asks the younger children if they would like to try climbing. Travis and Brianna, two of the older children who are very comfortable

on the equipment, also call down their encouragement. Travis even comes down to the lowest level to show the younger children how to get on the ramp before getting to the ropes. With some uncertainty, one of the younger children approaches the equipment and follows Travis up the short ladder to the lowest level. Annie comments on how brave it was for the child to try, and points out that the child moved her legs with very strong steps in order to get up there. As the child's parents arrive, they see her pride and acknowledge her accomplishment. The other younger child seems encouraged by his friend's progress, but is not ready to climb on the equipment just yet. Annie, Brianna, and Travis continue to work supportively with the younger children to encourage their attempts at the climbing equipment and acknowledge their success as they learn new skills.

Physical Development and Health Guideline 4:

Personal Health and Safety

While participating in physical activities, young children develop an awareness of health and safety practices that support the growth of a healthy lifestyle.

You may see the child begin to:

- participate actively in games, outdoor play, and other forms of exercise that enhance physical fitness.
- show a growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting.
- recognize a sense of hunger and fullness, and know when to stop eating.
- build an awareness to follow basic safety rules with guidance (e.g., fire and pedestrian safety).
- understand and respond appropriately to harmful objects, substances, and activities.

A child can be supported by an adult who:

- provides time for children to participate in indoor and outdoor play and sets an example by joining in on physical activity.
- supports the child's effort in toileting, hand washing and drying, brushing of teeth, and manipulating clothing.
- provides a variety of snacks and meals as well as information on healthy eating habits.
- encourages the child to be responsible for personal belongings (e.g., hanging up jackets, placing items to take to school or back home in backpack).
- recommends appropriate referral to community services when a child's development is of concern. (e.g., vision, hearing, communication screening, child abuse/neglect).
- uses teachable moments to instruct the child about safety (e.g., use of seatbelts, staying together on walks, what sirens mean).
- takes the responsibility to keep harmful objects and substances out of the reach of the child, while also teaching about harmful objects and substances.
- encourages healthy and safe practices in all the child's environments (e.g. shares recipes, relays information on health status, talks about playground safety).
- takes advantage of community health and safety programs (e.g., brings a fire fighter in to visit with the children or takes a field trip to the fire house).

Scenario: *Time to Talk*

Karen Fowler was always very careful to keep the household cleaning supplies locked in a cupboard above the sink. One day, however, while bleaching a spot out of a tablecloth, the phone rang and interrupted her train of thought. After hanging up, she proceeded to pull out the rags for dusting. When she went to check on Darren, who was playing quietly in the next room, she immediately smelled bleach and realized that she had left the cupboard open and the bleach uncovered on the laundry sink. She quickly called Darren to her and urgently asked if he had touched the bleach or any of the cleaning supplies in the cupboard. Darren was scared of his mother's tone of voice, but replied that he thought the smell was stinky and had moved to the other side of the room to play. Karen let go a relieved breath, and reassured Darren that he was not in trouble, and in fact had done the right thing by avoiding the chemical smell. She replaced the cap on the bleach and returned it to the cupboard, asking Darren as she did so whether he knew why the cleaning supplies were locked away. Darren replied that he thought it was so no one touched them. Karen then asked whether he knew why it was important not to touch them, but Darren didn't have an answer. She then took the opportunity to sit down with Darren and explain why those chemicals were dangerous. She took a bottle out of the cupboard and showed Darren the poison control sticker. She made sure he understood that if he ever saw a bottle with that sticker on it that he should not touch it and should tell an adult right away. In the days that followed, Darren had many questions about different bottles and whether a substance was dangerous or not. Karen knew that he was working to understand the lesson they both had learned, and patiently talked through different scenarios with him. She was glad they had the opportunity to discuss the dangers of chemicals, and knew that he would remember what to do the next time he encountered a similar situation.



Physical Development and Health Guideline 5: Respect for Differences

Young children begin to demonstrate an understanding and respect for differences among people during physical activities.

You may see the child begin to:

- notice differences and similarities between people.
- take turns during physical activities.
- help others during physical activities.
- work together as a team toward a common goal.
- play cooperatively with others.
- resolve conflicts in socially acceptable ways.

A child can be supported by an adult who:

- introduces the child to the concept of similarity and differences (e.g., culture, size, eye color).
- promotes the sharing of children's family cultures and other cultures represented in their community (e.g., customs, music, rituals).
- plans physical activities that allow the child to practice taking turns.
- pairs the child with another to serve as a buddy during physical activities.
- provides opportunities for the child to work with others toward a common goal.
- teaches problem solving and actively promotes conflict resolution.
- modifies activities to include children with disabilities or other special needs to meet their individual educational goals.
- talks with the child about differences in abilities (e.g., some children more easily jump, some more easily hop) and models acceptance.

Scenario: The Icy Path

Frank's mother uses a wheelchair to move about, and this caused some commotion the first day that Frank was dropped off at preschool. His teacher, Carol, made a point to walk out to the van to greet Frank and his mother and offer her help if any was needed. All of the children who had arrived so far that morning were out on the playground, and watched as Frank and his mother went inside with Carol to get settled. Some of the children began asking the teachers questions right away. Some of the children were afraid, and didn't want to approach Frank when he came back out on the playground. Some children continued playing and didn't notice anything out of the ordinary. Soon after, it was time to transition to snack, and most of the children forgot about the fact that Frank's mother arrived in a wheelchair. The next day, however, the children's questions and funny looks surfaced again when the van pulled up in the preschool parking lot. Carol decided that the children needed an opportunity to learn more about people with differing abilities. After school that day, Carol asked Frank's mother if she wouldn't mind coming to speak with the children, as they had many questions about her wheelchair. Carol was careful to point out that, in their stage of



development, not all of the children would be sensitive with their questions, but that the learning experience for them would help a great deal. Frank's mother was very pleased to come speak to the preschool, and acknowledged that it was better for the children to get their questions answered than to make up their own ideas of what people with disabilities are and are not capable of. Leading up to the planned day of Frank's mother's visit, Carol checked over the reading area to ensure there were books featuring characters with varying abilities. She also informed the children of their upcoming visitor, and encouraged them to think of questions they may have for Frank's mother that she could write down to be sure they were answered. Carol listened very carefully to their questions and concerns in order to both prepare Frank's mother and to help her in her search for classroom resources on the subject of differences. Frank's mother arrived the following week, and was very clear in answering the children's questions and explaining that there were many things about her that are the same as people who walk with their legs. The children were fascinated by their visitor, and soon lost the misgivings they had about the wheelchair and about their friendship with Frank. In fact, the children were so fond of Frank's mother that they began asking for ways they could help. Carol helped the children write a letter to Frank's mother, thanking her for her visit and offering to help if needed. Frank's mother gladly took them up on their offer when the snow began to fall, and the path to the accessible door became icy. The children enthusiastically came up with a plan to keep the path clear by taking turns sprinkling de-icer on it.

Science



"Our world is a museum, a field trip, a laboratory, and a natural resource, just waiting to be discovered, explored and enjoyed."

(Barbara J. Taylor, 1991)

Young children are natural scientists. Beginning with the need to understand their immediate environment, they move from awareness to exploration, inquiry, and utilization of knowledge. Individually, in small groups, and often with the guidance of an adult, the *Scientific Method* can be applied to all content areas of science. This lifelong process will unlock the mysteries of life, earth, and space in the child's world through an understanding of environmental science, earth science, physical science, chemistry, and life science. The Early Learning Guidelines for the Science curriculum area introduces the scientific method to the young child. Using this method, children are guided to explore the following basic scientific concepts:

- natural systems (i.e. weather, the human body);
- models (representation of a real object);
- constancy and change (i.e. growth);
- scale (size, distance, etc.);
- patterns and relationships;
- cause and effect;
- structure and function (relationship between the way organisms look, feel, smell, sound, taste and the actions they perform); and
- diversity among objects and organisms in the natural world
(Bredekamp & Rosegrant, 1995).



These Guidelines and accompanying examples are meant to illustrate the development of children's innate curiosity about the world, their procedural and thinking skills for investigating the world, and the resulting knowledge (NCISE, 1990).

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Science Guideline 1: Formulation of Questions

Children will learn to ask questions about the world around them, the first step in the scientific method, based on observations, experiences, and interests.

You may see the child begin to:

- expand his/her knowledge and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes (life science and physical science).
- show an interest in and a willingness to investigate unfamiliar objects and events in the learning environment.
- demonstrate curiosity by asking what, why, how, when and where questions.
- use the five senses (seeing, hearing, tasting, touching and smelling) to investigate objects and events in the environment.
- observe and describe properties of objects (size, shape, texture, etc.).
- interact with and explore a variety of objects, books, materials, and natural/outdoor environments (ponds, creeks, forests).

A child can be supported by an adult who:

- provides opportunities in the child's environment (home, outdoors, classroom, and community) for exploration and listens to and follows up on children's questions.
- provides a variety of materials and objects for the child to explore through their senses and asks questions about their discoveries.
- provides children access to the animal kingdom (books, pictures, classroom pets, animal visitors, etc.).
- exposes the child to relevant curriculum by considering the child's developmental level, background knowledge, and interests when choosing activities and materials.
- supports the child's beginning friendships by providing opportunities for the child to learn and explore with other children and adults.
- uses language associated with science and math (science, investigation, research, predict, hypothesis, experiment, conclusion, order, compare, patterns, classify, sequence, spatial relations).
- allows the child the gift of time to engage in exploration and discovery.
- observes children's activities and interests for teachable moments.
- asks open ended "what if?", "how?", or "I wonder?" questions.

Scenario: *I Have a Question*

During outside play, Rosita is suddenly yelling enthusiastically, "Look at this, look at this!" Soon all the children are crowded around a bug that is crawling on the ground. The children are watching the bug and following it as it moves along. One child reaches out to squash the bug, and some other children intervene. Beth, the children's teacher, takes the opportunity to talk with the children about the value of life. They return to describing things they notice about the bug.



Beth encourages the children to observe and describe how the bug looks and what they think it might be doing. She deepens their thinking by asking open-ended questions ("Where do you think the bug is going?"). Children who are having trouble formulating questions are assisted by the way Beth refrains from telling them answers and shows sincere interest in their inquiries. Instead, she assists their questioning by saying things like, "I wonder if the bug is. . . ?" and then waiting expectantly, allowing the children to finish the question. After Beth has repeated, "I wonder if..., I wonder if..." a couple of times, allowing the children time to think, Justin says, "I wonder if the bug lives under the ground?" Rosita quickly adds, "I wonder if there are other bugs who live underground?"



Science Guideline 2: Prediction

Children will learn to predict answers and form hypotheses, the second step in the scientific method.

Further Information: A hypothesis is a general idea about what is or what could be.

You may see the child begin to:

- tell about what they know.
- apply previously learned information to new situations.
- describe and discuss predictions, explanations, and generalizations ("I think that the snow will melt if the sun shines on it").
- make guesses based on previous experiences and observations.
- suggest more than one answer to a question or solution to a problem.
- develop purposeful plans.

A child can be supported by an adult who:

- encourages and supports opportunities for children to plan and select science related activities, such as: natural world, living things, natural processes, and the mechanics of how things work.
- extends the child's thinking and learning by posing problems, making suggestions, responding to and encouraging the child's questions and adding complexity to tasks.
- extends the child's learning by allowing the child to make predictions.
- extends the child's learning by assistance and information.
- uses language associated with science, math, and discovery (hypothesis, prediction, conclusion, experiment, science, investigation, quantify).
- allows children the gift of time to engage in exploration and discovery.

Scenario: *I Wonder WHY...*

We rejoin Beth and the children observing a bug. The children as a group begin to make guesses about where the insect lives and what other bugs may live under the ground. Justin thinks that ladybugs and ants may live

under the ground because he saw them coming out of a hole. Ulla thinks butterflies may live under there because they have to have a place to sleep at night. Jory thinks only ants live under the ground. Beth helps the children record their ideas by writing them down on a large sheet of paper posted on the wall. When they get indoors, Rosalita wants to draw what she thinks lives under the ground. Soon other children are also drawing their predictions.



Science Guideline 3: Experimentation

Children will learn to conduct experiments in order to test their predictions, the third step in the scientific method.

You may see the child begin to:

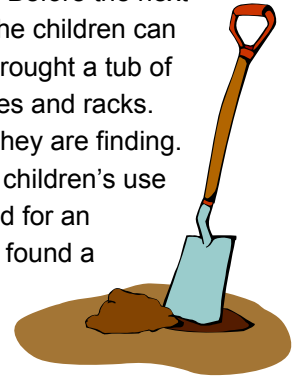
- manipulate a variety of objects and substances and tell about what is observed.
- classify objects by attributes/characteristics (size, shape, color, smell, texture, etc.).
- make comparisons (more than, less than, equal to).
- find patterns and relationships in the environment ("These leaves all go together because they have smooth edges").
- use familiar materials to measure things (hands, unifix cubes, crayons, popsicle sticks, paper clips).
- use trial and error.
- notice, explore, test, and describe cause and effect. ("Adding water to dirt makes mud!")
- make discoveries from their own explorations and experiences.

A child can be supported by an adult who:

- sets up and assists the child in doing science experiments (mixing colors, cooking, planting seeds, melting and freezing, etc.).
- uses language associated with science and math (observing, quantifying, hypothesis, prediction, conclusion, experiment, science, investigation.)
- allows the child the gift of time to engage in discovery.
- provides a variety of materials to measure things (paper clips, popsicle sticks, blocks, etc.).
- provides a variety of tools (thermometer, computer, scales) to learn and solve problems.
- provides an area for science investigation and discovery with a variety of available materials (nests, levers, magnifying glasses, magnets, pulleys, insects, textures, pine cones...).
- provides opportunities for science investigation in the outdoor environment.
- allows a child to explore changes of matter (dissolving, mixing, melting, evaporating, etc.).
- selects activities and materials that are meaningful and relevant to the child.
- encourages spontaneous experimentation based on children's questions and predictions.

Scenario: *Digging Into It*

We visit the children and Beth the following day. When the children arrive, they immediately begin experimenting. The day before, Beth asked the children how they thought they could find out which bugs live under the ground. The children suggested digging. She asks them how they will have to dig to not kill or hurt the bugs. Ulla says, "Gentle digging." Justin suggests, "Digging little bits at a time." Other children share similar ideas. Rosita recalls a show she watched where people were digging for dinosaur bones. She remembers that they used brushes so they wouldn't break the bones. Rosita wonders if they could use brushes to gently look for bugs in the dirt. Supplied with brushes, racks and scoops, the children eagerly head outside. Beth reminds the children that they agreed on gentle digging. The children dig and find a variety of insects. Before the next day when the children will be together, Beth has enhanced the learning environment so the children can conduct experiments to find out more about which bugs live under the ground. She has brought a tub of rich garden dirt inside. Nearby she has set up magnifying glasses, brushes, scoops, sieves and racks. She has placed clipboards and markers nearby so the children can draw or record what they are finding. Beth has also displayed some insect books she checked out from the local library for the children's use and posted an insect poster she received from the Forest Service. Beth also has arranged for an "expert" to come to visit their group and answer the children's questions about bugs. She found a forester at the local Forest Service office who said she would be happy to bring in some local specimens to share, and to answer the children's inquiries in ways that would be easy for young children to understand.



Science Guideline 4: Observation and Recording

Children will learn to observe and record findings, the fourth step in the scientific method.

You may see the child begin to:

- notice more intricate details in the surrounding environment.
- use basic classification systems to describe objects (living and non-living, plants, rocks, animals).
- express wonder at what they observe in the world.
- organize information (charts, graphs, drawings).
- use vocabulary that demonstrates understanding of scientific concepts (sink, float, solid, liquid, melt, freeze).
- demonstrate increasing patience in waiting for experiment results, such as charting the growth of a seed to a plant.
- articulate changes observed over time (a pumpkin decomposing).

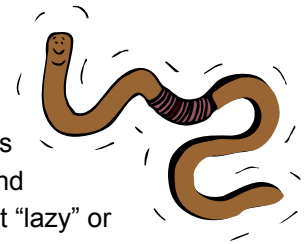
A child can be supported by an adult who:

- sets up the environment to provide opportunities to observe, investigate and ask questions.
- assists the child in recording observations and results of scientific investigations.
- asks the child to look for patterns, relationships, and properties.

- uses language associated with science and math (hypothesis, prediction, conclusion, experiment, science, investigation).
- allows the child the gift of time to engage in discovery.
- provides opportunities for the child to create own patterns for others to follow and/or extend patterns by using leaves rocks, nuts, etc.
- makes materials available to record findings (paper, markers, clip boards, etc.).
- asks children to share findings with others.

Scenario: *Draw Me a Picture*

We return to the children and Beth. The children are experimenting in a variety of ways with materials that allow them to discover answers to their questions about bugs. Ulla has discovered that worms live in the dirt from the garden and she is now playing with clay and making a family of worms. She tells Justin he can't touch worms too much or they will get "lazy" or "dead." Rosita has glued tiny stones and sticks onto a piece of cardboard. These are all things she found when she dug near the climber while she was playing outside. Jory and Anna have both drawn many pictures of bugs they have found in their digging. Beth has shown them labeled pictures in one of the insect books so both Anna and Jory have labeled some of their pictures. Beth helped them with this. Ulla has painted a butterfly in the air with a paint box. She says she's pretty sure they live in the sky, not underground because it's too dirty there and she didn't see any when she was digging. The expert from the Forest Service brought a large piece of old rotten log for the children to investigate. The children were wide-eyed as she showed them how to carefully pry back pieces of bark to discover insect larva. The forester helped the children count and record on a clipboard how many insect larvae they found. She also showed them pictures of the life cycle and how the larva would grow into insects. Throughout the children's experimenting, observing, and recording, Beth made an effort to remember to use correct scientific words like antennae, insect, pupa, observation, hypothesis, conclusion, etc.



Science Guideline 5: Formation of Conclusions

Children will learn to form conclusions, the fifth step in the scientific method.

You may see the child begin to:

- show an increased awareness and beginning understanding of changes in materials and cause and effect relationships.
- synthesize (put together) new information.
- recall prior discoveries/findings.
- state answers and develop (come up with) solutions.
- discuss common properties among objects and materials.
- show and describe knowledge of and abilities to observe, describe and discuss the natural world, materials, living things, and natural processes.

- quantify findings by counting and measuring.
- accumulate knowledge of scientific content including life cycles and systems, basic needs of people and animals, structure and characteristics of matter, and diversity of life.

A child can be supported by an adult who:

- guides the child's observations with questions and comments in order to help the child make connections with what is observed.
- provides creative materials and experiences to reinforce and support concepts.
- recognizes that children interpret findings in different ways and will form diverse conclusions.
- uses language associated with science (e.g., hypothesis, prediction, conclusion, experiment, science, investigation).
- allows the child the gift of time to engage in discovery.
- acts as a guide and facilitator to help children find answers and information through books, parents, friends, experts, and field trips.

Scenario: *I Know! I Know!*

Again, we join the children and Beth. After a couple of weeks of experimenting and exploring, Beth can see they have come up with a variety of ideas about which bugs live underground. Because of the forester's visit, they now also know some things about bugs living in trees and rotting wood. She brings the group together in a quiet spot where they usually read stories or do group meetings. Beth tells the children she'd like to write down their "conclusions." Beth asks the children what things they found out about "Which bugs live under the ground?" She



tells the children she wants to write down everyone's conclusions in one place. Beth has taped a large piece of paper to the wall ready to record their discoveries. Jory concludes that more than just ants live under the ground. He tells us that he now knows that some beetles live under there, too. Ulla shares that she has concluded that no butterflies live under the ground. She says she has only seen them in the air. Even in books they are only in the air or climbing on leaves. Beth writes in bold print all their findings, using the words the children use.

**Science Guideline 6:
Communication of Results**

Children will learn to communicate final results, the sixth step in the scientific method.

You may see the child begin to:

- participate in discussions related to their findings, both listening and speaking.
- use vocabulary that indicates understanding of scientific principles (sink, float, melt, solid, liquid).
- represent findings through drawings, models, graphs, skits, etc.

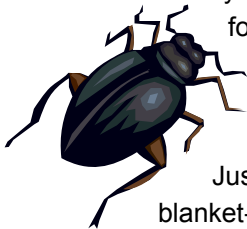
- describe and compare things in terms of numbers shape, size, weight, color, motion, function, and temperature.
 - show enthusiasm in sharing what they know with others.
-

A child can be supported by an adult who:

- models observation skills using words such as melt, float, sink, liquid, solid.
 - supports and assists the child in describing discoveries and recording observations through drawings, charts and graphs.
 - provides materials needed for the sharing of findings such as paper, glue, scissors, markers, camera, crayons, pencils, clay, etc.
 - uses language associated with science (e.g., hypothesis, prediction, conclusion, experiment, science, investigation).
 - allows the child the gift of time to engage in discovery and sharing with others.
-

Scenario: *Tell Me About It*

Finally, with the children and Beth, we look in on them as they try to decide with whom they might share the information that they found out about bugs. Some of the children had already taken home pictures illustrating some of what they've learned. Beth asks if the children might like to show and tell their parents about all they've found out about bugs. The children excitedly agree!



The plans begin for how to present their findings to their parents. Beth and the children decide to cover several low tables with blankets. This is to represent “under the ground,” Justin says. Later on, with parents present, the children take turns crawling out from under the blanket-covered tables and sharing their conclusions from studying bugs. Jory crawls out from under the table pretending to be a beetle. He has taped two long strips of paper to his belt. “These are legs,” he tells the audience of parents. He also tells them that he is a beetle and that a beetle is an “insect” and that insects have six legs, but no arms. He proceeds to count his two pretend insect legs, his own two legs and his arms to come up with his “six insect legs.” He’s attached two long pipe cleaners to a paper band he’s wearing on his head. He tells everyone these are antennae. The children take turns showing the charts, drawings, graphs, resource books, displays, sculptures and a dramatization about their work on insects. The parents are intrigued and impressed by how much their children have learned in this emergent science investigation. A parent remarks, “Wow, it is so cool to see firsthand how excited my child is about all this insect stuff!”

Social-Emotional Development

How young children feel is as important as how children think.
(Mary Louise Hemmeter)

To optimally support young children as eager learners, early childhood programs are built upon a strong commitment of deep respect for families and developmental and cultural diversity. Through this respect, the teacher builds a positive relationship with each child, which forms the foundation for supporting his or her emerging social and emotional development. While each child's feelings and social behaviors will be unique, the general characteristics of age and developmental levels must guide adult expectations and their interactions with young children. Multiple methods and strategies for observation and authentic assessment of young children while they play (alone, with peers, and in their families) help teachers make insightful, reliable decisions about how to support each unique, individual child in his or her social-emotional development, the fundamental basis of all early learning.



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Social-Emotional Development Guideline 1:

Sense of Self

Children begin to identify who they are as a person (such as likes, dislikes, interests, strengths) and develop competence and confidence in their own unique abilities. They grow into themselves, differentiating themselves from parents and others, developing and beginning to recognize their areas of strength and skill, and applying their emerging esteem alone and in groups.

You may see the child begin to:

- explore and engage in role playing (such as family roles, gender, jobs, animals).
- show pride in his/her accomplishments ("Look what I can do!").
- seek adult affirmations ("Watch me!").
- adjust to separation from family and to new situations.
- take risks to try new things (Climb higher on the play structure or fingerprint and get messy for the first time).
- exhibit independence by stating what he/she wants ("I can do it myself!").
- engage in activities and play that he/she has chosen.
- persist in meeting a challenge (Stick with a puzzle until it is completed or practice zipping his/her own coat daily).
- accept and adjust when things do not go his/her way (After spilling juice, finds the mop up cloth and wipes up the spill).
- exhibit increased attention span with chosen activities.
- tend to think his/her own experiences and needs are the same as the group's (gets up in the middle of a story to show the teacher the scrape on their knee).

A child can be supported by an adult who:

- offers materials and support that provide some challenge leading to success.
- allows the child time to practice a new skill while providing support and encouragement (such as learning to tie shoes or put on own coat).
- creates a safe environment to encourage risk taking.
- encourages the child to self evaluate. ("Was that easy or hard for you?")
- engages in genuine conversations with each child based on his/her activities and interests.
- celebrates the child's accomplishments by using specific encouraging words or displaying the child's work for others to appreciate (displaying an easel painting in an attractive way that's visible to other children and visitors).
- values the child's efforts using honest feedback.
- adapts materials and routines to meet individual strengths, interests, and needs.
- respects and accepts each child and helps him/her feel unique and special.
- values a partnership with each of the important people in the child's life.

Scenario: *Timon and his Block Tower*

After a busy day in the Busy Bees Preschool Program, children were getting ready to go home. Timon's mother came in and looked exhausted from a long days work at the bakery. Shara, the classroom teacher, walked with

Timon to greet his mother, and shared with Timon's mother his great success in the block center.

Shara: Timon worked very hard today, he spent a lot of time in the block center.

Mother: Sounds like we both had a big day, huh Timon?

Shara: Timon has been spending many days in the block center, working to build a tower that almost reaches his chin. Today, he tried and it fell several times. Each time the block tower would tumble, Timon began to work on his tower again. After a busy morning, he did it! He built his block tower all by himself and it was as high as his chin.

Mother: Now isn't that something?

Timon: Yep! I did it all by myself!

Shara: Timon worked very hard and did not give up until he did what he set out to do. Way to go, Timon!



Social-Emotional Development Guideline 2: Self-Regulation

Children learn to identify and express their feelings in non-hurtful ways, recognize the impact their behavior has on others, and practice self-control.

Further information: "(Through experiences and adult guidance), the child develops the personal strength and understanding to make ethical, intelligent decisions." -Dan Gartrell

You may see the child begin to:

- use feeling words to express emotions (sad, angry, mad, happy) of self and others.
- look at the consequences of his/her actions (after hitting another child, watches as the child breaks into tears).
- explore social cause and effect ("They told me I couldn't play with them because I'm mean").
- use problem solving strategies when conflicts arise ("I'm using this now, but you can have it when I'm done.")
- participate in developing a few group rules and their own rules for games and in play. ("If you go past that tree, you are out" or "We should make a rule that you can't knock over someone else's block structure.")
- pays great attention to rules and tell when rules are broken. ("Teacher, Jen is not sitting on her carpet square!")

A child can be supported by an adult who:

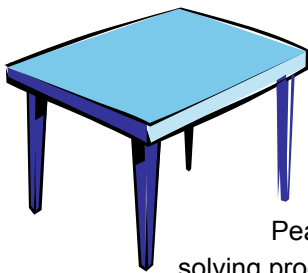
- listens to the child at his/her eye level and provides guidance.
- offers safe choices. ("Are you going to wear your coat or carry it?")

- allows the child to experience natural consequences within safe limits (The child is cold after choosing to carry their coat).
 - displays empathy for others.
 - helps the child see links between non-verbal communication (such as facial expressions) and feeling words (a child standing with hands on hips and a scowl on her face may be angry or may be in deep thought).
 - allows the child to participate in a rulemaking process (In a circle time early in the year, the teacher poses the question, "What kind of rules do we need to make our room a safe and fun place to be?" and uses the children's ideas).
 - actively teaches, models, and encourages problem solving skills. ("What could you do instead of pushing Justin to let him know how you feel?")
 - consistently uses positive guidance statements based on program rules to help children understand what they "should do" rather than stating what they can't do.
 - establishes routines so children can predict and follow a schedule without prompting.
-

Scenario: *Working Together*

Jeff realized that many of the children who joined his preschool program for the summer did not seem to be living within the classroom guidelines. He remembered the sense of ownership and pride in the children when they had worked together to set rules for *their* school earlier in the year. Jeff decided to repeat the process, realizing that old and new members of the group would benefit from this community-building activity. He began by introducing three key guidelines: we live in this room together and it is important for us to take good care of *ourselves, each other, and our room*. Throughout the week, the group met to talk about what people *can* do to take care of themselves, each other and the room. As children offered ideas, Jeff recorded their words on a chart. They revisited the ideas and with some prompting, Jeff and the children used the digital camera to take pictures of children *doing* things that showed these "rules" in action. The group worked together to post these pictures under each guideline and to create captions. The process was exciting and the outcome was exactly what he had hoped for. The children seemed to come together more as a group and he frequently heard children reminding one another of the rules *and* encouraging one another when they saw the rules in action!

Working together to explore and create community guidelines helped Jeff and the children to negotiate tough situations in the classroom. They were able to talk about how sometimes feelings get hurt when two kids want the same toy and feel mad about it. Jeff used puppets to act out some of the children's "mads and sads" to show them the steps of problem solving in action. He demonstrated the "four Ps": 1) Problem: tell each other what the problem is, encouraging honesty and listening to one another; 2) Possibilities: what could you do to solve the problem?; 3) Pick One: choose one of the ideas to try; and 4) Peace: did your idea work so you now have peace? If not, try another idea.



Over time, he moved to having the children role play problem solving at the classroom's Peace Table using some of the puppet scenarios. When some of the children demonstrated readiness for problem solving, he encouraged them to move to the Peace Table to solve disputes that arose. He observed carefully to support the problem solving process when needed. Over time, the children began moving to the Peace Table on their own and several children emerged as leaders in the problem solving process and they began to support their peers.

Social-Emotional Development Guideline 3:

A Caring Community

Children learn to feel secure as they develop relationships of trust with adults and other children in their expanding world beyond the family. They begin to recognize social cues and become sensitive to others' feelings.

You may see the child begin to:

- invite another child to play.
- exclude other children from activities.
- comfort another child.
- mimic other children's expressions or emotions.
- negotiate play with three or four children.
- talk about peers at home.
- have a preferred playmate.
- begin to share.
- choose to play alone at times.
- cooperate with others and volunteer to help.

A child can be supported by an adult who:

- provides ample materials to promote sharing.
- provides opportunities for partner play.
- promotes a sense of community and interdependence within the group ("This room or school or belongs to all of us and we all need to take care of it").
- models appropriate social behaviors with other adults and children.
- facilitates children joining play groups.
- supports and models empathy.
- helps establish good-bye routines and rituals that are supportive and ease separations between the child and important people in his/her life. (The teacher says, "Let's go to the window and wave good-bye to your dad!" or "Your mom will be back after work, shall we go feed the fish their breakfast? Come on!")
- embraces similarities and differences of children and families. ("Talía's hair is really black and straight, and yours is black and curly!" or "At Fritz's house his family speaks another language called German and his mom is going to visit us tomorrow and teach us some words in German during circle time! Fritz, how could we say 'hello' in German?")

Scenario: *Joining in Play*

In her early teaching years, Susan coached children to ask “Can I play?” when they wanted to join a play group. While she had used this strategy for years, she began to question its wisdom when she noticed how often



children responded to this question with a resounding, “NAH!” After reviewing her files on child development, she realized that excluding others in play is a common characteristic of preschoolers – but that did not mean she should encourage the practice! She decided to help the children learn another way to join in play that was less likely to invite exclusion. She started by coaching children to briefly watch what is happening in the play group, then joining the play by: 1) talking to a child about what is happening in the play [“What are you doing?” or “Are you the ‘mom’?” (in reference to dramatic play)] or 2) moving in to the play area to get props that are part of the play theme (putting

on an apron in the housekeeping area or getting a book and sitting beside a child who is on the couch looking at books). While these strategies are more complex and require more coaching, by no longer encouraging children to ask “Can I play?” and through consistent efforts to help children learn the new skills, the frequency of social rejection dropped significantly, making the effort highly worthwhile!

Social-Emotional Development Guideline 4: A Pro-Social Environment

Children follow routines with increasing independence and handle variations without discomfort. They make their preferences known in increasingly mature ways and respond to adult guidance appropriately. Children begin to make friends and build relationships with both peers and adults.

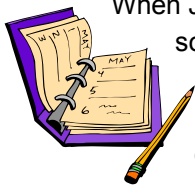
Further information: Pro-social environments are those that allow children comfort and success both inter- and intra-personally. Children thrive in an environment that fosters security, safety, independence, and communication by balancing consistent routines and transitions with flexibility.

You may see the child begin to:

- predict what comes next in the day because a schedule has been established.
- make smooth transitions from one activity to the next.
- express anticipation of special events.
- inform adults when routines deviate.
- make choices about what they are going to do.
- engage in meaningful play and activities (children choose their activities and move between learning centers throughout the Free Choice block in the daily schedule).
- work independently in groups or alone.
- show interpersonal preferences and make friends.

A child can be supported by an adult who:

- provides a tone conducive to development of a community of learners. (The room feels welcoming to all who enter and people are respectful and kind to one another. Hurtful words and actions are used as teachable moments and pro-social behavior is modeled by the adults.)
 - provides the child with the stability to meet his/her individual needs (teacher/caregivers, physical space, routines).
 - communicates with the child at his/her eye level.
 - provides opportunities for choices.
 - balances time in child-directed and adult-directed activities.
 - observes evidence of stress and adapts schedule, routines, and environment accordingly.
 - provides written and visual cues for the daily schedule.
 - provides reminders and rituals at transition times.
 - engages in activities with the child.
 - provides prolonged periods of play time so the child may become engaged.
 - promotes social play opportunities.
-

Scenario: *Busy Schedules*

When Josephina started leaving her preschool each day drained instead of energized, she knew something had to be done. Noise and activity levels seemed chaotic and children's behaviors were feeling out of control. Through some reflection and list making, she worked to clarify what was going on in the environment, in her interactions with the children, and with each child in the group so she could begin generating some solutions.

As she reflected on all of the elements of her environment, she felt that the room arrangement was effective and that the learning center materials were appropriate and engaging for all of the children in the group. However, she decided she definitely needed to rethink her busy schedule of visitors and special activities that had shortened play times and created as many as six transition times in a morning! She knew that it was time to make some changes in established routine.

Thinking about her own interactions with the children helped Josephina realize that some of the stresses in her own life also might be influencing the children's behavior. She was in the middle of building a new house and was frequently interrupted by phone calls. Her distraction meant she was not spending quality one-on-one time with each of the children and her expressions of connection and warmth were not at their best. She sensed herself reacting to the circumstances of the day, rather than initiating activities and responding to the children.

Taking time to think about each child in the group was also revealing. Tanner and Kira both had very strong personalities and she wondered if some of their "power struggles" were influencing the overall climate in the room. She could spend some time helping these two children practice resolving their problems in more productive ways. She also knew that Tanner had a new baby brother and she wondered if some of his behavior was related to sleep and attention issues. She could make sure he had a calm resting place available whenever he needed it, and providing some extra one-on-one might help also.

Social Studies

As children grow and develop, they become increasingly aware of their physical environment. They begin to identify similarities and differences between people and discover that no two places or objects are the same. In addition, they begin to recognize their location in time and space. Along with this knowledge comes an understanding of the importance of rules and order in society, which lays the foundation for responsible citizenship and respect for the environment.



These guidelines are meant to illuminate the vital processes that children undergo as they find their unique space in the social and physical world. A child’s natural curiosity about the world can be nurtured in a caring learning environment that provides opportunities for exploration of other communities, regions, and cultures.

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Social Studies Guideline 1:

Awareness of Time

Young children begin to understand the concept of time, including past, present, and future. They are able to recognize recurring experiences that are part of the daily routine.

You may see the child begin to:

- anticipate recurring events ("After I eat lunch, I will hear a story").
- connect new experiences to past experiences.
- use terms relative to time sequence (first/last, morning/night, yesterday/today/tomorrow).
- retell a story or event in sequential order.
- verbalize the days of the week and names of the months.
- remember events in the immediate past (recall what they ate for lunch).

A child may be supported by an adult who:

- provides a consistent and predictable routine for the child.
- talks with the child about what will happen in the future and asks the child to recall previous events. ("What did you have for lunch today?")
- uses the names of the days of the week and of the months when talking about events ("On Saturday, we will go camping").
- uses the correct terms when talking about time and sequence (seconds/minutes/hours, yesterday/today/tomorrow).
- provides access to time keeping materials such as clocks, watches, timers, and calendars so the child can model after adults and pretend to measure time.
- encourages family members to talk with the child about family history and culture.
- answers questions the child has concerning how people lived in the past, and discusses differences in the lifestyle (clothing, transportation, customs, etc.).

Scenario: Self-Portrait

One rainy afternoon, Katie and her mother, Jane, look through the family photo album. Katie sees pictures of her parents before she was born, pictures of her old house, and pictures of herself as an infant. With the help of the album, Katie begins to talk about her earliest memories and ask questions about events and places she cannot remember. She also remarks about how different she looked in the past and wonders what she will look like in the future.



Jane asks Katie if she would like to use her imagination and draw a picture of what she thinks she will look like when she grows up. They get out crayons and paper, and spend the rest of the afternoon working on the self-portrait. Katie is so excited about her drawing when she is finished that she asks Jane to hang it up in her bedroom so that she'll be able to look at it as she grows.

Social Studies Guideline 2:

Roles, Rights, and Responsibilities

Young children begin to follow rules and set personal boundaries for their behavior, as well as understand why rules are created. When presented with a set of alternatives, children are able to make choices for their own lives.

You may see the child begin to:

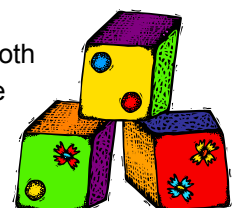
- recognize and talk about the reasons for rules.
- understand and anticipate the consequences of not following rules.
- follow the rules while playing games and remind other children of the rules.
- recognize there may be different rules in different places (school rules may be different from home) and show self-control by following the appropriate set of rules.
- set his/her own consequences for some behaviors.
- handle basic responsibilities related to daily needs.
- make choices about behaviors and activities when presented with alternatives ("I would rather play in the sand box than play with dolls").
- show greater ability to control intense feelings (anger, frustration).
- differentiate between right and wrong.

A child can be supported by an adult who:

- includes the child in the development of rules to promote ownership and understanding of the rules.
- offers easy-to-follow directions.
- states rules in a manner that promotes positive thinking rather than negative thinking (say "We use quiet voices in the library," instead of "No yelling in the library").
- demonstrates how to use words instead of force to resolve conflicts.
- helps and encourages the child to verbalize thoughts and models words to use.
- reads and discusses stories, songs, and poems that reinforce cooperation and sharing between peers.
- provides opportunities for the child to make choices. ("Would you like peas or carrots for your vegetable tonight?")
- encourages the child to identify consequences of their behavior. ("What will happen if you do that?")
- supports the child as he/she learns to solve problems by making both good and bad choices. ("How did that work out?")
- supports their emerging sense of right and wrong.

Scenario: *Building Blocks to Sharing*

One afternoon at preschool, Dylan and Kyle were playing with building blocks. They were both building towers, stacking the blocks higher and higher. As Kyle was building, he saw that he



was almost out of blocks. While Dylan's back was turned, Kyle knocked over Dylan's tower and took some of the blocks for himself. When Dylan saw what happened, he began crying and yelling at Kyle to give the blocks back.

Samantha, the teacher, heard the commotion, and came over to talk with the boys. Between sobs, Dylan told her that Kyle knocked down his tower and stole his blocks. Samantha asked the boys to sit down with her and discuss the situation. They talked about the rules, especially the rule about sharing. Samantha asked Dylan to talk about how it made him feel when Kyle took his blocks. He said that it made him feel sad and mad that his tower was ruined. She then asked Kyle to think about his choice and how he could have handled it differently. After some thought, Kyle said he could have asked Dylan to share the blocks, and the two of them could have worked together on a tower. He then apologized to Dylan for his choice. The two boys returned to the building center and began to build a tower together.

Social Studies Guideline 3:

Places, Regions, and Spatial Awareness

Through exploration, young children learn that every place has its own unique characteristics. As they become aware of their bodies in space, they develop an understanding of how they are affected by, and the effect they have upon, the world around them.

You may see the child begin to:

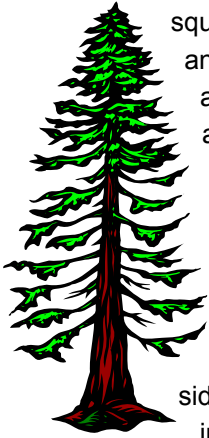
- name body parts and point to the location of each.
- ask questions about things he/she sees and finds.
- use words that describe features of objects and places, such as color, size, shape, and texture.
- move in directions on command (forward, backward, sideways).
- describe features of familiar places (school, store, grandparent's house).
- use a simple map (diagram of the house, street on which the child lives).
- recognize where he/she is while traveling in the car.
- give information about where he/she lives (color of house).
- match objects to the location in which they belong (couch in the living room, dishes in the kitchen).

A child can be supported by an adult who:

- offers many opportunities for the child to move about and explore the environment, both indoors and outdoors.
- allows the child to climb, jump, run, roll and physically experience their body in space.
- uses positional words, such as right and left, when giving directions to the child.
- takes the child for walks around the neighborhood and points out signs and landmarks that indicate locations.
- exposes children to different types of communities (large cities, small towns, rural areas).
- exposes children to geographical locations that may be unfamiliar using pictures in books and magazines (regions of the United States).

Scenario: Exploring the Local Park

Andrea takes a group of children on a field trip to a nearby park. As they walk around the area, the children and teacher talk about what they see, feel, hear, and wonder. Some of the children ask questions like: "Where do squirrels live? Why do birds fly away when we come near?" Andrea encourages these questions and uses them as an indicator of interest in an in-depth study of the park. The children are given an opportunity to explore the park and invited to draw as they explore. Many of the children find a favorite part of the park to investigate - playground, pond, or a grove of trees. Andrea has crayons available for the children to do rubbings of tree bark, the sidewalk, and other textured surfaces.



When the children return to the classroom, they talk about their trip to the park. Andrea puts a large blank piece of paper on the wall and draws an outline of the park. She then asks the children to fill in the map with the different places they explored, including the location of the sidewalk, trees, playground, and pond. Andrea writes down the discoveries, questions, and information the children share during the discussion. She thinks this might be a good topic for an extended project, which may lead to a return visit!

**Social Studies Guideline 4:
The Physical World**

As young children explore the environment, they become aware of how people and the earth interact. By 4 and 5 years of age, children begin to understand how people use natural resources and change the earth for their own benefit. They develop an awareness of how to care for their physical environment and why it is important.

You may see the child begin to:

- determine what type of clothing to wear based on the weather (wearing long-sleeves when the weather is cold).
- identify seasons by temperature or other characteristics (snow during winter, hot weather during summer).
- draw pictures representing the seasonal changes.
- identify certain foods with a specific season (watermelon in the summer, hot chocolate in the winter).
- identify natural features in the environment (rivers, mountains, trees).
- recognize things that do or do not belong in the environment (litter) and discuss the need for a clean environment.
- help with home and class routines that keep the environment clean (putting toys away when finished).
- recognize how natural resources in the environment are used (houses are made from trees).

A child can be supported by an adult who:

- takes the child outside in different types of weather (windy, rainy, snowy) and discusses how it feels to be outside.
 - helps the child explore the seasonal changes and how each season impacts life (clothing, food, activities).
 - tracks the weather forecast on TV or in the paper with the child.
 - plants a garden with the children to experience food growth and talks about how the earth provides for people.
 - talks with the child about the environment and what people can do to care for it.
 - shows the child examples of clean and safe environments and areas that are not clean or safe.
 - describes characteristics of Earth's features using a variety of vocabulary words.
 - gives the child responsibility for keeping a room or space clean and tidy.
 - shows children how materials can be reused rather than throwing away (using plastic containers to store objects, using scrap paper for art projects).
 - talks about natural resources and what they are used for (paper is made from trees).
-

Scenario: Planting a Garden

During the month of May, Bridget and her preschool class begin working on a gardening project. They start by talking about the local climate and what plants and vegetables they would like to grow. One child talks about the orange tree at his grandmother's house in California and wonders if they can grow oranges at the school. This leads to a discussion of how weather and climate affect a plant's ability to grow. Bridget helps the children make a list of some plants that will grow in Montana, and they decide to plant carrots, potatoes, peas, and zucchini.



The next day, Bridget and her class walk to the local plant nursery to buy seeds. The children enjoy looking at the colorful packets, and they become very excited about the garden. When they return to the school, Bridget demonstrates to the children how to plant seeds. She digs a hole, sprinkles in some seeds, and covers them with dirt. The children follow suit until the seeds have all been planted. They then take turns watering the soil with a watering can.

Throughout the summer, the garden is a focal point of the curriculum. Each day, they take turns watering the garden. They also gather leftover scraps of food from lunch and snack to add to the compost pile. They discuss how the earth reuses its own resources to make new plants. They study the weather forecast in the newspaper and talk about how the garden will be affected by rain, wind, or hot weather. Once a week, the children monitor the garden's growth and plot the changes on a chart on the classroom wall.



As summer draws to an end, Bridget and the children spend an afternoon harvesting the garden. They enjoy digging potatoes and carrots out of the dirt and picking pea pods off the plants. The next day, they have a "harvest party." Bridget cuts up the carrots, and the children shell the peas. They sit down and enjoy eating the fresh vegetables for their afternoon snack, as they talk about their garden. They feel a great sense of accomplishment when they look at the garden chart and see how far they have come since May. One child remarks, "I can't believe this big carrot came from those tiny seeds!"

Social Studies Guideline 5:

Recognition of Diversity

Young children begin to notice and react to similarities and differences (such as appearance, gender, and behavior) between themselves and others. With appropriate guidance, they are able to experience empathy for other people.

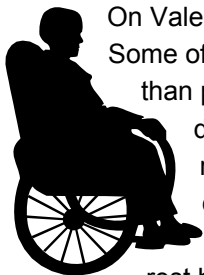
You may see the child begin to:

- recognize differences between people of different cultures, backgrounds, and abilities.
- realize that other children are more alike than different.
- realize they can be friends with people who are different.
- identify gender differences.
- ask questions about physical differences.
- notice that people from different places speak differently.
- think about older people and how they differ from children.
- enjoy poems, books, stories, and songs about a variety of people and cultures.

A child can be supported by an adult who:

- gives the child opportunities to interact with many different children to build interpersonal skills (taking turns, treating others equally, establishing friendships).
- models caring and kindness for all people and treats others with respect and fairness.
- provides the child with accurate and compassionate information to help the child develop respect for the differences of others.
- provides opportunities to discuss the child's own physical changes (creates a height graph).
- provides opportunities for the child to engage in non-stereotypic activities.
- provides art materials, books, photos, and dramatic-play props that celebrate diverse cultures.
- appreciates the values, beliefs, and background experiences of the child and the child's family.
- incorporates many different cultural practices into holiday celebrations.

Scenario: *Visit to the Local Rest Home*



On Valentine's Day, Bob takes his Head Start class to visit a local rest home and pass out valentines. Some of the children are shy about approaching the residents because they look and act differently than people they are accustomed to. When the children get back to the classroom, Bob leads a discussion about the experience. They talk about the aging process and why many of the residents are in wheelchairs. Bob explains that many people have physical and developmental differences, not just elderly people. The children discuss what it would be like to have a disability, and they talk about their own abilities. They decide that they would like to visit the rest home again in the future.

Social Studies Guideline 6:

Community Awareness

Young children began to understand the basic principles of community function, including work roles and the importance of money for purchasing. They see how their family interacts with the community to receive needed goods and services.

You may see the child begin to:

- play the role of different family members through dramatic play.
- recognize similarities and differences between his/her family and friends' families.
- develop peer interactions by helping, sharing and cooperating.
- role-play various jobs within the community through dramatic play.
- explore various gender roles through dramatic play (dressing as the opposite sex).
- play "store" or "restaurant" with play money.
- talk about what he/she wants to be when he/she grows up.
- be aware that adults have various household jobs contributing to the overall function of the household.
- want to help with household chores.

A child can be supported by an adult who:

- displays family bulletin boards, photos, and books that focus on roles within the community.
- provides experiences with various community workers (field trip to the post office, dentist visits the classroom).
- provides a variety of dramatic play opportunities to explore various jobs, identities, etc.
- exposes children to a variety of media (books, pictures, posters, etc.) displaying various roles as mothers, doctors, brothers, helpers, etc.
- provides opportunities for children to share in various roles contributing to the function of the group (setting the table for snack).
- introduces the concept of "chores" by enjoying doing things with the child (allows a child to help do dishes, pretend to mow the lawn, etc.).

Scenario: Career Choices

Theresa notices that children have been arguing lately in the dramatic play area about which people do which jobs in the community. She decides to focus on career choices at her child care center, making sure to demonstrate how different jobs are done by a variety of people. She posts pictures in the dramatic play area and offers books in the reading area which reflect diversity in careers. She finds parent volunteers who are willing to come and talk to the children about their jobs. Once a week, someone new comes and speaks to the class. They visit with a female firefighter, a male nurse, an



American Indian lawyer, a stay-at-home dad, and a teacher with physical disabilities. After each guest, the class discusses the presentation and what it would be like to have that type of career. Theresa asks the children what they would like to have as a career when they grow up, and why. The children discuss many different career types and how each is important to the community. They work through their new knowledge through art projects, discussion, and, of course, dramatic play. Theresa notices that the role playing has become more open and less contentious.

Resource Directory

National Resources

- **National Association for the Education of Young Children (NAEYC)**
www.naeyc.org
Phone: (800) 424-2460
 - **National Association for Family Child Care (NAFCC)**
www.nafcc.org
Phone: (801) 269-9338
 - **National Child Care Information Center (NCCIC)**
www.nccic.org
Phone: (800) 616-2242
 - **Zero to Three**
www.zerotothree.org
Phone: (202) 638-1144
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Montana Resources

- **Child Care plus+ The Center on Inclusion in Early Childhood**
www.ccplus.org
Phone: (800) 235-4122
- **Department of Public Health & Human Services / Early Childhood Services Bureau**
www.dphhs.state.mt.us
Phone: (866) 239-0548
- **Healthy Child Care Montana**
Email: meyers@ho.missoula.mt.us
Phone: (406) 258-4291

- **Parents, Let's Unite for Kids (PLUK)**
www.pluk.org
Phone: (800) 222-7585
- **Montana Early Childhood Project (ECP)**
www.montana.edu/ecp
Phone: (800) 213-6310
- **Montana Association for the Education of Young Children (MtAEYC)**
www.mtaeyc.org
Phone: (406) 549-9874
- **Montana Head Start Association**
www.headstartmt.org
Phone: (406) 449-6265
- **Montana Office of Public Instruction (OPI)**
www.opi.state.mt.us
Phone: (888) 231-9393
- **Montana Parent Information and Resource Center (MPIRC)**
www.montanapirc.org
Phone: (800) 914-1927
- **Montana Resource and Referral Network**
www.montanachildcare.com
Phone: (866) 750-7101

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Frank Porter Graham, Child Development Center <http://www.fpg.unc.edu>

High/Scope Educational Research Foundation <http://www.highscope.org/>

The Love and Logic Institute <http://www.loveandlogic.com>

PBS *The Whole Child*: Merrill/Prentice Hall <http://www.pbs.org/wholechild/providers/index.html>

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In addition to the dedication of the Task Force, *Montana's Early Learning Guidelines* could not have been written without the expertise and enthusiasm of the incredible group of people that convened to tackle the tough process of getting the vision for *Montana's Early Learning Guidelines* on paper. These extraordinary individuals are:

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Timeline

April 2002: *Good Start, Grow Smart*, the early childhood portion of the Bush Administration's No Child Left Behind educational reform act, is released.

December 2002: The *Good Start, Grow Smart* mandate for the development of Early Learning Guidelines is announced at a meeting of the Montana Early Childhood Advisory Council (MECAC). MECAC consists of representatives from a variety of backgrounds throughout the state, and provides guidance and recommendations to the Montana Department of Public Health and Human Services (DPHHS) in all areas of early childhood services.

January 2003: A Task Force of representatives from Child Care Resource & Referral (CCR&R), Early Care and Education Career Development, Early Childhood Services Bureau (ECSB), Head Start, Higher Education, Inclusion/Special Education, Office of Public Instruction (OPI), and Temporary Assistance to Needy Families (TANF) begins a series of conference calls to craft a process for the creation of Early Learning Guidelines.

March 2003: A draft of Guiding Principles is presented to the Montana Early Childhood Advisory Council, along with a history of the Early Learning Guidelines and the anticipated process for their future development and dissemination. Comment is solicited both at this meeting, and through a feedback mechanism that each MECAC representative takes back to his or her constituent group. Feedback is collected and the Guiding Principles are revised accordingly.

April 2003: A working group consisting of representatives from key stakeholder groups is convened to develop a draft of Early Learning Guidelines based upon these Guiding Principles. During a two-day, intensive retreat, participants create guidelines about what children should know, understand, and be able to do when they enter kindergarten.

June 2003: The six Curriculum Area groups (Creative Arts, Language and Literacy, Mathematics and Numeracy, Physical Development and Health, Science, and Social Studies and Social-Emotional Development) from the working retreat submit their drafts to be compiled into one document.

July 2003: The Montana State Plan is submitted by the Early Childhood Services Bureau, which includes plans for the development of Early Learning Guidelines.

August 2003: The Early Childhood Services Bureau sets aside funding for the further development and distribution of *Montana's Early Learning Guidelines*.

September 2003: The Task Force and Curriculum Area Group Facilitators meet to review the first compiled draft of *Montana's Early Learning Guidelines*. Key issues are resolved, including the split of Social Studies and Social-Emotional Development into two Curriculum Areas. Participants submit their revisions by the end of the month, and other necessary document pieces, such as the introduction to the document, are created.

October 2003: *Montana's Early Learning Guidelines* Draft is published and made available to the public. The document is distributed at the State Early Childhood Conference and is available on the web. Feedback is requested.

November – December 2003: Facilitated regional meetings are conducted throughout the state of Montana. Stakeholders are invited to learn about the Early Learning Guidelines and offer feedback. A new draft is created based on feedback received.

January 2004: The second draft of Early Learning Guidelines enters into a pilot phase. A variety of early learning settings are chosen to utilize the Early Learning Guidelines in practice and give feedback as to their relevance and ease of use.

May 2004: Early Learning Guidelines content is integrated into the revised version of the Montana Early Care and Education Knowledge Base to further professional and career development around the curriculum areas of the Guidelines.

Summer 2004: *Montana's Early Learning Guidelines* are revised according to feedback from pilot participants. A final document is produced and disseminated. Training is planned to support the introduction of Guidelines into the field of early care and education in Montana.

In the Future: *Montana's Early Learning Guidelines* Task Force has set forth future goals to expand the purpose and usefulness of the document. These goals include:

- Development of a condensed version of the Guidelines to be distributed widely to parents of young children and entry level early care and education practitioners
- Development of Early Learning Guidelines for young children birth through age three
- Development of training modules aligned with *Montana's Early Learning Guidelines* to enhance early childhood practice
- Review and revise the document in 2009

Montana Early Childhood Connections: *linking standards and guidelines for best practices.* **2006**

*Connecting the Montana Early Learning
Guidelines, Head Start Performance
Standards, Montana Early Care & Education
Knowledge Base, and the Montana K-12 Standards.*

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INTRODUCTION

When the Montana Early Learning Guidelines were created in 2003, the Head Start Performance Standards and Child Outcomes were used as a foundation. The Knowledge Base and K-12 standards were also used as guides. The process of creating the Early Learning Guidelines was prompted by the Federal Child Care Bureau. The Early Childhood Services Bureau of DPHHS contracted with the Early Childhood Project at MSU to lead the effort. A large group of diverse professionals gathered to create the Montana Early Learning Guidelines.

Our goal in producing this “Connections” document is to provide a single source of information for all adults who teach and care for young children in Montana. It is especially intended for the education staff of Head Start programs and elementary school staff to show the “connections” between the Montana Early Learning Guidelines and other standards that exist for those educators. It is not our intent to compare but to illustrate different methods employed to express similar expectations. Programs have standards arranged by similar content areas and that children develop skills along a developmental continuum when adults apply the principles of developmentally appropriate practices. However, each document is written for a specific purpose and specific audience and also includes sections of guidance, directions principles and other specifics. For each complete document and complete information, we refer the reader to the Bibliography for each document.

By locating the Early Learning Guidelines in one document with the Head Start Performance Standards, the Early Childhood Knowledge Base and K-12 Standards, a professional can easily determine if and how each is related. For example: A Head Start teacher with a classroom of older four year olds may be concerned or curious as to what is expected in Kindergarten; or he/she may need to know what is expected in the early childhood field in Montana and how his/her performance fits in that system; or a Kindergarten teacher might be supported in efforts to transition a child to the classroom by reviewing standards and expectations from the various early childhood programs that a child attended; or a trainer or instructor could use this document to assist students to find real life examples of these standards and connections in practice observations.

Many other standards could have been included but size and ease of use were priorities. We refer people to the “Early Childhood Program Standards Comparison Document” published by our office in 2000 for other standards and how they compare to the Head Start Performance Standards. We also refer people to other useful documents and publications such as NAEYC Accreditation Standards and Caring for Our Children health standards.

Our intent is to illustrate connections between guidelines and standards across the early childhood field in Montana. We asked the questions: How do the Early Learning Guidelines align with Head Start Performance Standards and K-12 Standards? Are they all connected for best practices when teaching young children? How can professionals easily see that the Early Learning Guidelines are useful and based on established standards?

We welcome your comments and experiences when using this document and hope that it is a learning tool that is useful in visualizing our many connections across quality early childhood programs.

MONTANA EARLY LEARNING GUIDELINES

Montana's Early Learning Guidelines reflect what children need to know, understand, and be able to do by the time they reach kindergarten. They are written to address what adults can observe in children ages 3-5, and the ways they can support a child's individual development. The Guidelines are meant to be inclusive of all children and all of the settings in which they spend time before elementary school, whether that be at home, in a child care facility, at a Head Start program, in a preschool, or in any other setting. *Montana's Early Learning Guidelines* are a voluntary set of what some may call "child outcomes." They are meant to be used as a tool for early care and education practitioners, parents, elementary school teachers, or anyone else living and working with young children to recognize and support all children at the developmental level they exhibit. The Guidelines are not a diagnostic tool, an assessment tool, or a mandatory set of regulations.

Montana's Early Learning Guidelines are written with the concept of Developmentally Appropriate Practice as its base. Developmentally Appropriate Practice results from the process of adults making decisions about the well-being and education of children based on at least three important kinds of information or knowledge: what is known about child development and learning; what is known about the strengths, interests, and needs of each individual child; and knowledge of the social and cultural contexts in which children live to ensure that learning experiences are meaningful, relevant, and respectful (NAEYC, 1996).

Knowing that development occurs at a unique pace for each individual child, the examples given to demonstrate what a child may know, understand, and be able to do are not meant to be exclusive nor exhaustive. While an adult may or may not observe some of these examples in an individual child, this does not suggest that the child is either advanced or delayed in his/her development. The examples are meant to clarify in the adult's mind what type of observable behaviors children may exhibit before they reach kindergarten. The purpose is to help the adult concentrate on ways to support optimal learning in the child.

Montana's Early Learning Guidelines are meant to facilitate certain outcomes for children, not to assess a child's progress or development.

For more information:

Department of Public Health & Human Services/Early Childhood Services Bureau, 406-444-1788, www.dphhs.mt.gov or 406-444-1400.

HEAD START PROGRAM

The Head Start Program, which is authorized under the Federal Head Start Act, provides grants to local public and private nonprofit and for-profit agencies to provide comprehensive child development services to economically disadvantaged children and families, with a special focus on helping children develop the early literacy and numeracy skills they need to be successful in school. Intended primarily for preschoolers from low-income families, Head Start promotes school readiness by enhancing the social and cognitive development of children through the provision of educational, health, nutritional, social, and other services. Head Start programs emphasize cognitive, language, and socio-emotional development to enable each child to develop and function at his or her highest potential. At least 10 percent of the enrollment opportunities in each program must be made available to children with disabilities.

Head Start engages parents in their children's learning and helps them in making progress toward their educational, literacy, and employment goals. The Head Start program also emphasizes significant involvement of parents in the administration of local Head Start programs. In 1995, the Early Head Start program was established in recognition of the mounting evidence that the earliest years, from birth to 3 years of age, matter a great deal to children's growth and development.

Head Start is administered by the Head Start Bureau of the Administration on Children, Youth and Families (ACYF). ACYF is a part of the Administration for Children and Families (ACF) within the Department of Health and Human Services (HHS). Head Start program requirements are specified in federal law.

HEAD START PERFORMANCE STANDARDS

The *Head Start Performance Standards* are regulations establishing performance standards and minimum requirements with respect to health, education, parent involvement, nutrition, social, transition, and other Head Start services as well as administrative and financial management, facilities, and other appropriate program areas. These regulations define standards and minimum requirements for the entire range of Early Head Start and Head Start services, including those specified in authorizing legislation. Early Head Start and Head Start grantee and delegate agencies must comply with these requirements. Each program must conduct a program self assessment annually and every three years is reviewed by an outside federal team of trained reviewers to establish compliance.

Note: you will find the same or similar performance standards used repeatedly throughout the document in order to facilitate easy reference instead of having to flip back and forth between pages.

HEAD START CHILD OUTCOMES

The *Head Start Child Outcomes* are intended to guide Head Start programs in their ongoing assessment of the progress and accomplishments of children and in efforts to analyze and use data on child outcomes in program self-assessment and continuous improvement. *The Outcomes Framework* is composed of 8 general Domains, 27 Domain Elements, and

100 examples of more specific Indicators of children's skills, abilities, knowledge, and behaviors. The *Outcomes Framework* is based on the Head Start Program Performance Standards, Head Start Performance Measures, provisions of the Head Start Act as amended in 1998, advice of the Head Start Bureau Technical Work Group on Child Outcomes, and a review of documents on assessment of young children and early childhood program accountability from a variety of state agencies and professional organizations.

- The Domains, Elements and Indicators are presented as a framework of building blocks that are important for school success. The Framework is not an exhaustive list of everything a child should know or be able to do by the end of preschool. The Framework is intended to guide assessment of 3- to 5-year old children only, not for infants, toddlers and pregnant women enrolled in Early Head Start or Migrant Head Start programs.
- The Framework should guide agencies in selecting, developing or adapting an instrument or set of tools for ongoing assessment of children's progress. It is not intended to be used directly as a checklist for assessing children.
- Every Head Start program should have a well-balanced child assessment system, aligned with their curriculum that gathers data on children's progress in each of the 8 Domains of learning and development. In addition, because they are legislatively mandated, programs must gather and analyze data on 13 specific Domain Elements or Indicators in various language, literacy and numeracy skills.
- Information on children's progress on the Domains, Domain Elements and Indicators can be obtained from multiple sources, such as teacher observations, analysis of samples of children's work and performance, parent reports, or direct assessment of children. Head Start assessment practices should reflect the assumption that children demonstrate progress over time in development and learning on a developmental continuum, in forms such as increasing frequency of a behavior or ability; increasing breadth or depth of knowledge and understanding; or increasing proficiency or independence in exercising a skill or ability.

HEAD START PRISM QUESTIONS

The Head Start Act mandates that each Head Start grantee receive a full review at least once every 3 years, that each new program be reviewed after the completion of its first year (and then at least every 3 years thereafter), and that follow-up reviews be conducted for grantees that substantially fail to meet applicable standards. During an on-site review, a team of qualified reviewers, led by a team leader, assesses whether or not the Head Start program is in compliance with all statutory (i.e., Head Start Act and other applicable laws), regulatory (i.e., Performance Standards and other applicable Federal, state, and local regulations), and policy requirements.

The Program Review Instrument for Systems Monitoring (PRISM) is both a set of instruments and the process used to conduct Federal monitoring of Head Start grantees. PRISM was developed to integrate into the monitoring process the 1998 revisions to the Performance Standards, which reorganized the standards to reduce fragmentation and encourage holistic approaches to the delivery of quality services. PRISM organizes elements in the Performance Standards, other program regulations, and portions of the Head Start Act into **Core Questions**. Each Core Question addresses a set of related items and prompts the review team to assess whether the Performance Standards related to the Core Question are being met. Included are nine questions on the program services and partnerships that all Head Start grantees must implement. (Reviewers with primary responsibility for these

Core Questions are the **Service Reviewers**.) The remaining nine questions focus on the program systems that are in place to support delivery of services and partnership building. (Reviewers with primary responsibility for these Core Questions are the **Systems Reviewers**.)

The **PRISM Instrument** is the tool that review team members use to gather data to answer the Core Questions. The specific tools contained within the PRISM Instrument include:

- The set of 18 Core Questions;
- Guidance on conducting internal review team meetings;
- Guidance on conducting an initial meeting with grantee management and staff;
- Protocols for interviewing grantee staff, Head Start families, Policy Council and Governing Body members, and child care and other community partners; and
- Instruments and checklists for recording observations during visits to classrooms, homes, and other locations.

For more information:

Montana Head Start/State Collaboration Office, Mary Jane Standaert, Director, 406-444-0589, mjstandaert@mt.gov

Region VIII ACF Federal Office in Denver, Co, Deb Hedin, Program Specialist, 303-844-1154, dhedin@acf.hhs.gov

MONTANA EARLY CARE AND EDUCATION KNOWLEDGE BASE

The Montana Early Care and Education Knowledge Base includes nine key content areas that revolve around the core content area of Personal Dispositions with the content area of Cultural and Developmental Diversity embedded in every other area. The December 2004 version represents a complete update with major revisions recommended by the Early Childhood Higher Education Consortium, Career Development Advisory Board, and many dedicated teachers, directors, caregivers, trainers and others across Montana working in diverse settings.

Content areas delineate the knowledge, skills and dispositions desirable for early care and education practitioners working with children birth through age 8 and their families in a variety of settings (child care centers, preschools, Head Start and Early Head Start programs, family child care and group homes, Pre-K-3 public school classrooms, school-age programs, or private programs).

The Knowledge Base is developed around several assumptions which recognize that:

1. The expertise of the adults who work with children and their families are the keys to quality. This is impacted not only by training but also by developing personal attributes or dispositions. While dispositions are difficult to measure and often subjective, they critically impact the early childhood setting. In addition to reflecting upon their knowledge and skills, practitioners need to examine their own personal characteristics and to understand that these attributes are active, dynamic, always changing, and subject to growth. These dispositions were placed at the core of the Knowledge Base due to their importance and the impact these dispositions have on other content areas.
2. It is also recognized that cultural and developmental diversity impacts all other areas of the Knowledge Base. For this reason, cultural and developmental diversity is placed in the center with associated criteria being included in many content areas of the Knowledge Base.
3. Many roles and settings exist within the early childhood profession. Regardless of the role or setting, practitioners work with young children who have many similar needs. Therefore, one set of competencies was developed which is not separated by job location (e.g., home child care, public schools) or age of children (e.g., infant, school-age).
4. The Knowledge Base allows for differentiating assessment. It is presumed that with increased experience, training, and responsibility, early childhood practitioners will move toward more advanced knowledge, skills, and dispositions. However, it is also recognized that regardless of education and experience, practitioners will find that their skills, dispositions, and knowledge will vary based upon the criteria being assessed. For this reason, the Knowledge Base does not delineate a specific level of competence for any particular group (e.g., aides, teachers, directors). The Knowledge Base is not intended to assess where any particular individual "should be," but rather to identify where his/her abilities and skills currently lie and to serve as a comprehensive tool for goal-setting for future professional development.

For more information:

Montana Early Childhood Project, 406-994-4746, www.montana.edu/ecp

MONTANA K-12 STANDARDS

The Montana Board of Public Education is responsible for establishing and maintaining accreditation standards for all public schools in Montana. The effective operation of public schools is dependent upon this common set of expectations for what public schools should provide to local communities. The standards establish the foundation for a basic system of quality education for all Montana children, regardless of where they live. To that end, the accreditation manual includes standards to guide districts in such areas as: General Provisions; School Leadership; Educational Opportunity; Academic Requirements; and School Facilities and Records. Thus the standards provide the structure and organization to encourage a rich and positive learning environment. The Superintendent of Public Instruction and the Board of Public Education believe that basic academic requirements form the solid foundation for each school's education program. Such a foundation ensures Montana citizens that its public schools are providing all children with challenging academic expectations. These academic expectations are defined in the K-12 content and performance standards for all subject areas describing what all students should know, understand, and be able to do. Standards are the framework and foundation by which district, school, and classroom curricula are developed or revised, organized, implemented, and assessed, encouraging districts and teachers to place emphasis on critical areas of learning.

Currently, Montana does not have specific standards for grades K-3. The Content Standards listed in this document are general in nature and the benchmarks that apply to each standard begin at grade 4 and can be found on the OPI web site. Each school district is responsible for articulating standards for grades K-3.

For more information: Montana Office of Public Instructions (OPI), 888-231-9393, www.opi.mt.gov

MONTANA EARLY LEARNING GUIDELINES	HEAD START CHILD OUTCOMES (Domain, Domain Element, & Indicators)	HEAD START PERFORMANCE STANDARDS (Standard & Page #)	HEAD START PRISM QUESTIONS (# & Area)	MONTANA EARLY CARE & EDUCATION KNOWLEDGE BASE (Content Area & Page #)	MONTANA PUBLIC EDUCATION CONTENT STANDARDS
<i>Creative Arts</i>	<i>Domain: Creative Arts</i>	<i>Early Childhood Development and Health Services: Education and Early Childhood Development 1304.21</i>		<i>Child Growth and Development,, Environmental Design, Curriculum, Observation and Assessment</i>	<i>Arts</i>
1. Art Appreciation: Children express personal interests, ideas, and feelings through art and begin to share opinions about artwork and artistic experiences. 2. Art Production: Children use symbols, elements such as shape, line, color, and texture, and principles such as repetition in art experiences. 3. Art Elements: Children use different art media and materials in a variety of ways for creative expression, exploration, and sensory experience.	Domain Element: Art Indicators: -Gains ability in using different art media and materials in a variety of ways for creative expression and representation. -Progresses in abilities to create drawing, paintings, models, and other art creations that are more detailed, creative or realistic. -Develops growing abilities to plan, work independently, and demonstrate care and persistence in a variety of art projects. -Begins to understand and share opinions about artistic products and experiences.	1304.21(a)(1)(i-iv) – page 60-63: (a) Child development and education approach for all children: (1) In order to help children gain the social competence, skills and confidence necessary to be prepared to succeed in their present environment and with later responsibilities in school and life, grantee’s approach to child development and education must: (i) Be developmentally and linguistically appropriate, recognizing that children have	#10 – Individualization: How does the grantee individualize the program of child development and health services to meet each child’s unique characteristics, strengths, and needs, as determined in consultation with the family #11 – Disabilities Services: How does the grantee ensure that individualized services are effectively provided to children with diagnosed or suspected disabilities? #12 – Curriculum and Assessment: How has the grantee engaged in a process of curriculum	Child Growth and Development – pg. 12-15: Child Growth and Development reflects knowledge and understanding of developmental stages, processes, theories and their implications for work with young children and families. Environmental Design – pg. 16-18: Environmental Design includes knowledge of how to create safe, attractive, inviting, and well-organized learning spaces for young children that promote physical, social-emotional, cognitive, and	The Arts 1 – Create, perform/exhibit, and respond in the Arts. 2 – Apply and describe the concepts, structures, and processes in the Arts. 3 – Develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning. 4 – Analyze characteristics and merits of the student’s work and the work of others. 5 – Understand the role of the Arts in society, diverse cultures and historical periods. 6 – Make connections among the Arts, other subject areas, life, and

MONTANA EARLY LEARNING GUIDELINES	HEAD START CHILD OUTCOMES (Domain, Domain Element, & Indicators)	HEAD START PERFORMANCE STANDARDS (Standard & Page #)	HEAD START PRISM QUESTIONS (# & Area)	MONTANA EARLY CARE & EDUCATION KNOWLEDGE BASE (Content Area & Page #)	MONTANA PUBLIC EDUCATION CONTENT STANDARDS
4. Music Appreciation: Children show enjoyment of music through facial expressions, vocalizations, and various movements. 5. Music Production: Children produce vocal/instrumental music and rhythmic movements spontaneously and in imitation. 6. Music Elements: Children begin to differentiate variations in tempo, dynamics, and types of sounds made by different classes of instruments (percussion, wind, and string). 7. Drama Appreciation: Children show appreciation and awareness of drama through observation and imitation, and by participating in simple dramatic plots, assuming roles related to their life	Domain Elements: Music & Movement Indicators: -Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances. -Experiments with a variety of musical instruments. -Expresses through movement and dancing what is felt and heard in various musical tempos and styles. -Shows growth in moving in time to different patterns of beat and rhythm in music. Domain Element: Dramatic Play Indicators: -Participates in a variety of dramatic play activities that become more extended and complex. -Shows growing creativity and	individual rates of development as well as individual interests, temperaments, languages, cultural backgrounds, and learning styles; (ii) Be inclusive of children with disabilities, consistent with their Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP); (iii) Provide an environment of acceptance that supports and respects gender, culture, language, ethnicity and family composition; (iv) Provide a balanced daily program of child-initiated and adult-directed activities, including individual and small group activities.	selection and/or development, implementation, and evaluation resulting in a written plan that supports the growth of children’s social competence, including school readiness, for each identified program option? #14 – Parent Involvement: How does the grantee provide parent involvement opportunities? #17 – Facilities, Materials, Equipment, and Transportation: How does the grantee ensure that facilities, materials, equipment, and transportation services, when they are provided, are safe, appropriate, and conducive to learning and reflective of the different ages and stages of development of each child, including children with	creative development both indoors and outdoors. Curriculum – page 30-47: Curriculum encompasses developmentally appropriate practice that supports physical, social-emotional, cognitive, and creative development with: a balance of adult and child directed activities; indoor and outdoor experiences; individual, small, and large group activities; blocks of uninterrupted time for children to engage in self-chosen activities; and meaningful and relevant interaction with a variety of materials, children, and adults. Observation and Assessment – page 48-50: Observation and Assessment includes understanding the how and why of observing children	work.

MONTANA EARLY LEARNING GUIDELINES	HEAD START CHILD OUTCOMES (Domain, Domain Element, & Indicators)	HEAD START PERFORMANCE STANDARDS (Standard & Page #)	HEAD START PRISM QUESTIONS (# & Area)	MONTANA EARLY CARE & EDUCATION KNOWLEDGE BASE (Content Area & Page #)	MONTANA PUBLIC EDUCATION CONTENT STANDARDS
experiences. Young children enjoy telling stories through action, dialogue or both. 7. Drama Production: Children create and direct complex scenarios based on individual and group experiences. Children create situations, arrange environments to bring their drama to life, assume roles, direct others and accept direction from others. 8. Drama Elements: Children role play stories in books, poems and simple imaginary themes using elements of drama including character, place, theme or idea.	imagination in using materials and in assuming different roles in dramatic play situations.	(a)(4)(ii) pg.68 Ensuring opportunities for creative self-expression through activities such as art, music, movement, and dialogue. 1304.21(a)(2)(i-ii) pg 63-64: (2) Parents must be: (i) Invited to become integrally involved in the development of the program’s curriculum and approach to child development and education; (ii) Provided opportunities to increase their child observation skills and to share assessments with staff that will help plan the learning experiences. 1304.21(c)(1)(i-vii) – page 77-82: (c) Child development and education approach for preschoolers.	disabilities, for the conduct of all program activities? #18 – Child Outcomes: How has the grantee implemented requirements related to child outcomes?	and the utilization of informal, authentic, and formal assessment techniques as a tool for curriculum planning, goal setting for individuals in partnerships with parents, and preparation of the learning environment to enhance growth and learning.	

MONTANA EARLY LEARNING GUIDELINES	HEAD START CHILD OUTCOMES (Domain, Domain Element, & Indicators)	HEAD START PERFORMANCE STANDARDS (Standard & Page #)	HEAD START PRISM QUESTIONS (# & Area)	MONTANA EARLY CARE & EDUCATION KNOWLEDGE BASE (Content Area & Page #)	MONTANA PUBLIC EDUCATION CONTENT STANDARDS
		(1) Grantee, in collaboration with the parents, must implement a curriculum that: (i) Supports each child's individual pattern of development and learning; (ii) Provides for the development of cognitive skills by encouraging each child to organize his or her experiences, to understand concepts, and to develop age appropriate literacy, numeracy, reasoning, problem solving and decision-making skills which form a foundation for school readiness and later school success; (iii) Integrates all educational aspects of the health, nutrition, and mental health services into program			

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		activities; (iv) Ensures that the program environment helps children develop emotional security and facility in social relationships; (v) Enhances each child’s understanding of self as an individual and as a member of a group; (vi) Provides each child with opportunities for success to help develop feelings of competence, self-esteem, and positive attitudes toward learning; and (vii) Provides individual and small group experiences both indoors and outdoors.			

MONTANA EARLY LEARNING GUIDELINES	HEAD START CHILD OUTCOMES (Domain, Domain Element, & Indicators)	HEAD START PERFORMANCE STANDARDS (Standard & Page #)	HEAD START PRISM QUESTIONS (# & Area)	MONTANA EARLY CARE & EDUCATION KNOWLEDGE BASE (Content Area & Page #)	MONTANA PUBLIC EDUCATION CONTENT STANDARDS
<i>Language & Literacy</i>	<i>Domains: Language Development & Literacy</i>	<i>Early Childhood Development and Health Services: Education/Early Childhood Development 1304.21</i>		<i>Child Growth and Development,, Environmental Design, Curriculum, Observation and Assessment</i>	<i>Literature, Reading, Speaking & Listening, Writing</i>
1. Receptive Language: Children enter into the exchange of information around what is seen, heard, and experienced. They begin to acquire the concepts and language that contribute to learning to communicate and, eventually, to read. 2. Expressive Language: Children learn when they talk out loud. Children use words to help adults and others to understand their needs, ask questions,	Domain: Listening & Understanding Indicators: -Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems. -Shows progress in understanding and following simple and multiple-step directions. -Understands an increasingly complex and varied vocabulary. -For non-English-speaking children, progresses in listening to and understanding English. Domain Element: Speaking & Communicating Indicators: -Develops increasing abilities to understand and use language to communicate information,	1304.21(a)(1)(i-iv) – page 60-63: (a) Child development and education approach for all children: (1) In order to help children gain the social competence, skills and confidence necessary to be prepared to succeed in their present environment and with later responsibilities in school and life, grantee’s approach to child development and education must: (i) Be developmentally and linguistically appropriate, recognizing that children have individual rates of	#10 – Individualization: How does the grantee individualize the program of child development and health services to meet each child’s unique characteristics, strengths, and needs, as determined in consultation with the family? #11 – Disabilities Services: How does the grantee ensure that individualized services are effectively provided to children with diagnosed or suspected disabilities? #12 – Curriculum and Assessment: How has the grantee engaged in a process of curriculum	Child Growth and Development – pg 12-15: Child Growth and Development reflects knowledge and understanding of developmental stages, processes, theories and their implications for work with young children and families. Environmental Design – page 16-18: Environmental Design includes knowledge of how to create safe, attractive, inviting, and well-organized learning spaces for young children that promote physical, social-emotional, cognitive, and creative development both	Literature: 1 – Construct meaning as students comprehend, interpret, analyze and respond to literary works. 2 – Recognize and evaluate how language, literary devices, and elements contribute to the meaning and impact of literary works. 3 – Reflect upon the student’s literary experiences and purposefully select from a range of works. 4 – Interact with print and nonprint literary works from various cultures, ethnic groups, traditional and contemporary viewpoints written by both genders.

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express feelings and solve problems. 3. Phonological Awareness: Children become aware of the sounds of letters and combinations of letters that make up words. They begin to manipulate syllables and sounds of speech.	experiences, ideas, feelings, opinions, needs, questions and for other varied purposes. -Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults. -Uses an increasingly complex and varied spoken vocabulary. -Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity. -For non-English-speaking children, progresses in speaking English. Domain Element: Phonological Awareness Indicators: -Shows increasing ability to discriminate and identify sounds in spoken language. -Shows growing awareness of beginning and ending sounds of words. -Progresses in recognizing matching sounds and rhymes in	development as well as individual interests, temperaments, languages, cultural backgrounds, and learning styles; (ii) Be inclusive of children with disabilities, consistent with their Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP); (iii) Provide an environment of acceptance that supports and respects gender, culture, language, ethnicity and family composition; (iv) Provide a balanced daily program of child-initiated and adult-directed activities, including individual and small group activities.	selection and/or development, implementation, and evaluation resulting in a written plan that supports the growth of children’s social competence, including school readiness, for each identified program option? #14 – Parent Involvement: How does the grantee provide parent involvement opportunities? #17 – Facilities, Materials, Equipment, and Transportation: How does the grantee ensure that facilities, materials, equipment, and transportation services, when they are provided, are safe, appropriate, and conducive to learning and reflective of the different ages and stages of development of each child, including children with	indoors and outdoors. Curriculum – page 30-47: Curriculum encompasses developmentally appropriate practice that supports physical, social-emotional, cognitive, and creative development with: a balance of adult and child directed activities; indoor and outdoor experiences; individual, small, and large group activities; blocks of uninterrupted time for children to engage in self-chosen activities; and meaningful and relevant interaction with a variety of materials, children, and adults. Observation and Assessment – page 48-50: Observation and Assessment includes understanding the how and why of observing children and the utilization of	5 – use literary works to enrich personal experience and to connect to the broader world of ideas, concepts and issues. Reading: 1 – Construct meaning as the students comprehend, interpret, and respond to what they read. 2 – Apply a range of skills and strategies to read. 3 – Set goals, monitor and evaluate their progress in reading. 4 – Select, read, and respond to print and nonprint material for a variety of purposes. 5 – Gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate the students’ findings in ways appropriate for their purposes and audiences. Speaking and Listening: 1 – Demonstrate knowledge

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4. Print Awareness: Children acquire an understanding that print carries a message through symbols and words. Children learn to make the connection between sounds and letters (the alphabetic principle).	familiar words, games, songs, stories and poems. -Shows growing ability to hear and discriminate separate syllables in words. -Associates sounds with written words, such as awareness that different words begin with the same sound. Domain Elements: Book Knowledge & Appreciation, Print Awareness & Concepts, Alphabet Knowledge Indicators: -Shows growing interest and involvement in listening to and discussing a variety of fiction, non-fiction, and poetry. -Shows growing interest in reading-related activities, such as asking to have a favorite book read; choosing to look at books; drawing pictures based on stories; asking to take books home; going to the library; and engaging in pretend-reading with other children. -Demonstrates progress in abilities to retell and dictate	1304.21(a)(2)(i-ii) – pg 63-64: (2) Parents must be: (i) Invited to become integrally involved in the development of the program’s curriculum and approach to child development and education; (ii) Provided opportunities to increase their child observation skills and to share assessments with staff that will help plan the learning experiences. 1304.21(c)(1)(i-vii) – page 77-82: (c) Child development and education approach for preschoolers. (1) Grantee, in collaboration with the parents, must implement a curriculum that: (i) Supports each	disabilities, for the conduct of all program activities? #18 – Child Outcomes: How has the grantee implemented requirements related to child outcomes?	informal, authentic, and formal assessment techniques as a tool for curriculum planning, goal setting for individuals in partnerships with parents, and preparation of the learning environment to enhance growth and learning.	and understanding of the communication process. 2 – Distinguish among and use appropriate types of speaking and listening for a variety of purposes. 3 – Apply a range of skills and strategies to speaking and listening. 4 – Identify, analyze and evaluate the impacts of effective speaking and evaluative listening. Writing: 1 – Write clearly and effectively. 2 – Apply a range of skills and strategies in the writing process. 3 – Evaluate and reflect on the student’s growth as writers. 4 – Write for a variety of purposes and audiences. 5 – Recognize the structures of various forms and apply these characteristics to the student’s own writing.

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	stories from books and experiences; to act out stories in dramatic play; and to predict what will happen next in a story. -Progresses in learning how to handle and care for books; knowing to view one page at a time in sequence from front to back; and understanding that a book has a title, author and illustrator. -Shows increasing awareness of print in classroom, home and community settings. -Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and menus. -Demonstrates increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message. -Shows progress in recognizing the association between spoken and written words by following	child's individual pattern of development and learning; (ii) Provides for the development of cognitive skills by encouraging each child to organize his or her experiences, to understand concepts, and to develop age appropriate literacy, numeracy, reasoning, problem solving and decision-making skills which form a foundation for school readiness and later school success; (iii) Integrates all educational aspects of the health, nutrition, and mental health services into program activities; (iv) Ensures that the program environment helps children develop emotional security and facility in social			6 – Use the inquiry process, problem-solving strategies, and resources to synthesize and communicate information.

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5. Print Development: Children acquire the ability to write through a sequence of stages, although individual children will become writers at different rates. These stages are: writing using scribble-like markings; writing using individual letter-like marks	print as it is read aloud. -Recognizes a word as a unit of print, or awareness that letters are grouped to form words, and that words are separated by spaces. -Shows progress in associating the names of letters with their shapes and sounds. -Increases in ability to notice the beginning letters in familiar words. -Identifies at least 10 letters of the alphabet, especially those in their own name. -Knows that letters of the alphabet are a special category of visual graphics that can be individually named. Domain Element: Early Writing Indicators: -Develops understanding that writing is a way of communicating for a variety of purposes. -Begins to represent stories and experiences through pictures, dictation, and in play.	relationships; (v) Enhances each child’s understanding of self as an individual and as a member of a group; (vi) Provides each child with opportunities for success to help develop feelings of competence, self-esteem, and positive attitudes toward learning; and (vii) Provides individual and small group experiences both indoors and outdoors. 1304.21(a)(4)(i-iv) – page 68-70 (4) Grantee must provide for the development of each child’s cognitive and language skills by: (i) Supporting each child’s learning, using various strategies - experimentation, inquiry, observation, play and exploration;			

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or mock letters; writing using recognizable, random letter strings; writing using semi-phonetic spelling; and writing using phonetic spelling.	-Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers. -Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name.	(iii) Promoting interaction, language use among children and children and adults; (iv) Supporting emerging literacy and numeracy development through materials and activities according to the developmental level of each child.			
Mathematics & Numeracy	Domain: Mathematics	EC Development and Health Services: Education/ EC Development 1304.21		Child Growth and Development, Environmental Design, Curriculum, Observation and Assessment	Mathematics
1. Numeracy Relationships: Children develop the ability to think and work with numbers easily, to understand their uses, and describe their relationships. Children learn the meaning of numbers in their everyday experiences (e.g., home, early childhood	Domain Element: Number & Operations Indicators: -Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity. -Begins to associate number concepts, vocabulary, quantities and written numerals in	1304.21(a)(1)(i-iv) – page 60-63: (a) Child development and education approach for all children: (1) In order to help children gain the social competence, skills and confidence necessary to be prepared to succeed in their present	#10 – Individualization: How does the grantee individualize the program of child development and health services to meet each child’s unique characteristics, strengths, and needs, as determined in consultation with the family?	Child Growth and Development – page 12-15: Child Growth and Development reflects knowledge and understanding of developmental stages, processes, theories and their implications for work with young children	Mathematics 1 – Engage in the mathematical processes of problem solving and reasoning, estimation, communication, connections, and applications, and using appropriate technology. 2 – Demonstrate an understanding of and an

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settings, community and nature). 2. Classification & Comparison: Children apply mathematical skills through counting, sorting, and comparing objects. Children describe their thinking and observations in everyday situations. 3. Pattern Recognition & Reproduction: Children learn to identify and describe patterns using mathematical language. They develop the ability to reproduce patterns they see and to create new ones.	meaningful ways. -Develops increasing ability to count in sequence to 10 and beyond. -Begins to make use of one-to-one correspondence in counting objects and matching groups of objects -Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to -Develops increased abilities to combine, separate and name "how many" concrete objects. Domain Element: Patterns & Measurement Indicators: -Enhances abilities to recognize, duplicate and extend simple patterns using a variety of materials. -Shows increasing abilities to match, sort, put in a series, and regroup objects according to one or two attributes such as shape or size. -Begins to make comparisons between several objects based	environment and with later responsibilities in school and life, grantee's approach to child development and education must: (i) Be developmentally and linguistically appropriate, recognizing that children have individual rates of development as well as individual interests, temperaments, languages, cultural backgrounds, and learning styles; (ii) Be inclusive of children with disabilities, consistent with their Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP); (iii) Provide an environment of acceptance that	#11 – Disabilities Services: How does the grantee ensure that individualized services are effectively provided to children with diagnosed or suspected disabilities? #12 – Curriculum and Assessment: How has the grantee engaged in a process of curriculum selection and/or development, implementation, and evaluation resulting in a written plan that supports the growth of children's social competence, including school readiness, for each identified program option? #14 – Parent Involvement: How does the grantee provide parent involvement opportunities? #17 – Facilities, Materials, Equipment, and	and families. Environmental Design – page 16-18: Environmental Design includes knowledge of how to create safe, attractive, inviting, and well-organized learning spaces for young children that promote physical, social-emotional, cognitive, and creative development both indoors and outdoors. Curriculum – page 30-47: Curriculum encompasses developmentally appropriate practice that supports physical, social-emotional, cognitive, and creative development with: a balance of adult and child directed activities; indoor and outdoor experiences; individual, small, and large group activities; blocks of uninterrupted time for children to engage in self-	ability to use umbers and operations. 3 – Use algebraic concepts, processes, and language to model and solve a variety of real-world and mathematical problems. 4 – Demonstrate an understanding of shape and an ability to use geometry. 5 – Demonstrate an understanding of measurable attributes and an ability to use measurement processes. 6 – Demonstrate an understanding of and an ability to use data analysis, probability, and statistics. 7 – Demonstrate an understanding of and an ability to use patterns, relations and functions.

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4. Geometric Shapes & Directional Words: Children build the foundation for recognizing and describing shapes by manipulating, playing with, tracing, and making common shapes using real objects in a variety of activities. Children learn spatial reasoning and directional words as they become aware of their bodies and personal space within their physical environment.	on a single attribute. -Shows progress in using standard and non-standard measures for length and area of objects. Domain Element: Geometry & Spatial Sense Indicators: -Begins to recognize, describe, compare and name common shapes, their parts and attributes. -Progresses in ability to put together and take apart shapes. -Begins to be able to determine whether or not two shapes are the same size and shape. -Shows growth in matching, sorting, putting in a series and regrouping objects according to one or two attributes such as color, shape or size. -Builds an increasing understanding of directionality, order and positions of objects, and words such as up, down, over, under, top, bottom, inside, outside, in front and behind.	supports and respects gender, culture, language, ethnicity and family composition; (iv) Provide a balanced daily program of child-initiated and adult-directed activities, including individual and small group activities. 1304.21(a)(2)(i-ii) – page 63-64: (2) Parents must be: (i) Invited to become integrally involved in the development of the program’s curriculum and approach to child development and education; (ii) Provided opportunities to increase their child observation skills and to share assessments with staff that will help plan the learning experiences.	Transportation: How does the grantee ensure that facilities, materials, equipment, and transportation services, when they are provided, are safe, appropriate, and conducive to learning and reflective of the different ages and stages of development of each child, including children with disabilities, for the conduct of all program activities? #18 – Child Outcomes: How has the grantee implemented requirements related to child outcomes?	chosen activities; and meaningful and relevant interaction with a variety of materials, children, and adults. Observation and Assessment – page 48-50: Observation and Assessment includes understanding the how and why of observing children and the utilization of informal, authentic, and formal assessment techniques as a tool for curriculum planning, goal setting for individuals in partnerships with parents, and preparation of the learning environment to enhance growth and learning.	

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5. Measurement Relationships: Children begin to use measurement instruments to explore and discover measurement relationships. They apply the characteristics of length, quantity, volume, distance, weight, area, and time to real life situations in order to construct concepts of measurement. 6. Problem Solving: Children build a foundation for solving problems by formulating questions and possible solutions individually and with others based on their observations and experiences.	Domain Element: Patterns & Measurement Indicators: See Mathematics Early Learning Guideline #3	1304.21(a)(4)(i-iv) – page 68-70 (4) Grantee must provide for the development of each child’s cognitive and language skills by: (i) Supporting each child’s learning, using various strategies including experimentation, inquiry, observation, play and exploration; (iii) Promoting interaction and language use among children and between children and adults; and (iv) Supporting emerging literacy and numeracy development through materials and activities according to the developmental level of each child. 1304.21(c)(1)(i-vii) – page 77-82:			

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		(c) Child development and education approach for preschoolers. (1) Grantee, in collaboration with the parents, must implement a curriculum that: (i) Supports each child’s individual pattern of development and learning; (ii) Provides for the development of cognitive skills by encouraging each child to organize his or her experiences, to understand concepts, and to develop age appropriate literacy, numeracy, reasoning, problem solving and decision-making skills which form a foundation for school readiness and later school success; (iii) Integrates all educational aspects of			

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		the health, nutrition, and mental health services into program activities; (iv) Ensures that the program environment helps children develop emotional security and facility in social relationships; (v) Enhances each child’s understanding of self as an individual and as a member of a group; (vi) Provides each child with opportunities for success to help develop feelings of competence, self-esteem, and positive attitudes toward learning; and (vii) Provides individual and small group experiences both indoors and outdoors.			

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<i>Physical Development & Health</i>	<i>Domain: Physical Health & Development</i>	<i>Early Childhood Development and Health Services: Child Health and Developmental Services – 1304.20 & Early Childhood Development –1304.21</i>		<i>Child Growth and Development, Environmental Design, Curriculum, Observation and Assessment</i>	<i>Health Enhancement</i>
1. Personal Health & Safety Practices: While participating in physical activities, young children develop an awareness of health and safety practices that support the growth of a healthy lifestyle.	Domain Element: Health Status & Practices Indicators: -Progresses in physical growth, strength, stamina, and flexibility. -Participates actively in games, outdoor play and other forms of exercise that enhance physical fitness. -Shows growing independence in hygiene, nutrition and personal care when eating, dressing, washing hands, brushing teeth and toileting. -Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects,	1304.20(b)(3) – pg 48: (b) Screening for Developmental, Sensory, and Behavioral Concerns: (3) Grantee must utilize multiple sources of information on all aspects of each child’s development and behavior, including input from family members, teachers, and other relevant staff who are familiar with the child’s typical behavior. 1304.20(c)(1) – pg 49: (c) Extended Follow-up and Treatment:	#9a – Prevention and Early Intervention: How does the grantee implement a comprehensive system of services for preventing health problems, and intervening promptly when they exist? #9b – Health Care Tracking and Follow-up: How does the grantee track the provision of all child health and developmental services and ensure that follow-up services are received in a timely manner? #10 – Individualization: How does the grantee individualize the program	Child Growth and Development – pg 12-15: Child Growth and Development reflects knowledge and understanding of developmental stages, processes, theories and their implications for work with young children and families. Environmental Design – page 16-18: Environmental Design includes knowledge of how to create safe, attractive, inviting, and well-organized learning spaces for young children that promote physical, social-	Health Enhancement 1 – Have a basic knowledge and understanding of concept that promote comprehensive health. 2 – Demonstrate competency in a variety of movement forms. 3 – Apply movement concepts and principles while learning and developing motor skills. 4 – Achieve and maintain a challenging level of health-related physical fitness. 5 – Demonstrate the ability to use critical thinking and decision making to enhance health 6 – Demonstrate

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2. Gross/Fine Motor & Sensory Development: Young children observe, practice, demonstrate, and compare fundamental movements while learning to control their bodies in relation to other individuals and independent objects in their environment.	substances and activities. Domain Elements: Fine Motor Skills, Gross Motor Skills Indicators: -Develops growing strength, dexterity and control needed to use tools such as scissors, paper punch, stapler, and hammer. -Grows in hand-eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads and using scissors. -Progresses in abilities to use writing, drawing and art tools including pencils, markers, chalk, paintbrushes, and various types of technology. -Shows increasing levels of proficiency, control and balance in walking, climbing, running, jumping, hopping, skipping, marching and galloping. -Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing	(1) Grantee must establish a system of ongoing communication with the parents of children with identified health needs to facilitate the implementation of the follow-up plan. 1304.20(e)(1) – pg 52: (e) Involving Parents: (1) Consult with parents immediately when child health or developmental problems are suspected or identified; 1304.20(f)(1) – pg 54: (f) Individualization of the Program: (1) Grantee must use the information from the screenings for developmental, sensory, and behavioral concerns, the ongoing observations, medical and dental evaluations	of child development and health services to meet each child’s unique characteristics, strengths, and needs, as determined in consultation with the family? #11 – Disabilities Services: How does the grantee ensure that individualized services are effectively provided to children with diagnosed or suspected disabilities? #12 – Curriculum and Assessment: How has the grantee engaged in a process of curriculum selection and/or development, implementation, and evaluation resulting in a written plan that supports the growth of children’s social competence, including school readiness, for each identified program option?	emotional, cognitive, and creative development both indoors and outdoors. Curriculum – page 30-47: Curriculum encompasses developmentally appropriate practice that supports physical, social-emotional, cognitive, and creative development with: a balance of adult and child directed activities; indoor and outdoor experiences; individual, small, and large group activities; blocks of uninterrupted time for children to engage in self-chosen activities; and meaningful and relevant interaction with a variety of materials, children, and adults. Observation and Assessment – page 48-50: Observation and Assessment includes understanding the how and	interpersonal communication skills to enhance health. 7 – Demonstrate health-enhancing behaviors.

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3. Movement Concepts: Young children begin to develop movement and sensory vocabulary and use it accurately. Young children apply movement concepts to motor skills by responding appropriately to: -direction (front/back, side/side, left/right), -personal and general space, -effort and force (hard/soft), -speed and flow (fast/slow) and -sensory experiences (rough/smooth, hot/cold). 4. Self-Expression in Motor & Sensory Experiences: Young children seek out and participate in challenging physical activities, including sensory	balls, and using the slide and swing.	and treatments, and insights from the child’s parents to help staff and parents determine how the program can best respond to each child’s individual characteristics, strengths and needs. 1304.21(a)(1)(i-iv) – page 60-63: (a) Child development and education approach for all children: (1) In order to help children gain the social competence, skills and confidence necessary to be prepared to succeed in their present environment and with later responsibilities in school and life, grantee’s approach to child development and education must: (i) Be developmentally and linguistically	#13 – Family Partnership Building: How does the grantee engage in a process of collaborative partnership building with parents? #14 – Parent Involvement: How does the grantee provide parent involvement opportunities? #17 – Facilities, Materials, Equipment, and Transportation: How does the grantee ensure that facilities, materials, equipment, and transportation services, when they are provided, are safe, appropriate, and conducive to learning and reflective of the different ages and stages of development of each child, including children with disabilities, for the conduct of all program activities? #18 – Child Outcomes:	why of observing children and the utilization of informal, authentic, and formal assessment techniques as a tool for curriculum planning, goal setting for individuals in partnerships with parents, and preparation of the learning environment to enhance growth and learning.	

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experiences that support their growth in self-expression and social interactions with others. 5. Respect for Differences: Young children begin to demonstrate an understanding and respect for differences among people during physical activities.		appropriate, recognizing that children have individual rates of development as well as individual interests, temperaments, languages, cultural backgrounds, and learning styles; (ii) Be inclusive of children with disabilities, consistent with their Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP); (iii) Provide an environment of acceptance that supports and respects gender, culture, language, ethnicity and family composition; (iv) Provide a balanced daily program of child-initiated and adult-directed activities,	How has the grantee implemented requirements related to child outcomes?		

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		including individual and small group activities. 1304.21(a)(2)(i-ii) – pg 63-64 (2) Parents must be: (i) Invited to become integrally involved in the development of the program’s curriculum and approach to child development and education; (ii) Provided opportunities to increase their child observation skills and to share assessments with staff that will help plan the learning experiences. 1304.21(a)(5)(i-iii) - page 71-73: (5) In center-based settings, grantee must promote each child’s physical development by: (i) Providing sufficient time, indoor and outdoor space,			

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		equipment, materials and adult guidance for active play and movement that support the development of gross motor skills; (ii) Providing appropriate time, space, equipment, materials and adult guidance for the development of fine motor skills according to each child’s developmental level; and (iii) Provide an appropriate environment and adult guidance for inclusion of children w/special needs. 1304.21(a)(6) – pg 73: (6) In home-based settings, grantee must encourage parents to appreciate the importance of physical development, provide opportunities for children’s outdoor and indoor active play, and			

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		guide children in the safe use of equipment and materials. 1304.21(c)(1)(i-vii) – page 77-82: (c) Child development and education approach for preschoolers. (1) Grantee, with the parents, must implement a curriculum that: (i) Supports each child’s individual pattern of development and learning; (ii) Provides for the development of cognitive skills by encouraging each child to organize his or her experiences, to understand concepts, and to develop age appropriate literacy, numeracy, reasoning, problem solving and decision-making skills which form a foundation for school			

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		readiness and later school success; (iii) Integrates all educational aspects of the health, nutrition, and mental health services into program activities; (iv) Ensures that the program environment helps children develop emotional security and facility in social relationships; (v) Enhances each child's understanding of self as an individual and as a member of a group; (vi) Provides each child with opportunities for success to help develop feelings of competence, self-esteem, and positive attitudes toward learning; and (vii) Provides individual and small group experiences both indoors and outdoors.			

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<i>Science</i>	<i>Domain: Science</i>	<i>Early Childhood Development and Health Services: Education and Early Childhood Development –1304.21</i>		<i>Child Growth and Development,, Environmental Design, Curriculum, Observation and Assessment</i>	<i>Science</i>
1. Formulation of Questions: Children will learn to ask questions about the world around them, the first step in the scientific method, based on observations, experiences, and interests. 2. Prediction: Children will learn to predict answers and form hypotheses, the second step in the scientific method. 3. Experimentation: Children will learn to conduct experiments in order to test their predictions, the third step in the scientific method.	Domain Element: Scientific Skills & Methods Indicators: -Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials and observe processes and relationships. -Develops increased ability to observe and discuss common properties, differences and comparisons among objects and materials. -Begins to participate in simple investigations to test observations, discuss and draw conclusions and form generalizations. -Develops growing abilities to collect, describe and record information through a variety of	1304.21(a)(1)(i-iv) – page 60-63: (a) Child development and education approach for all children: (1) In order to help children gain the social competence, skills and confidence necessary to be prepared to succeed in their present environment and with later responsibilities in school and life, grantee’s approach to child development and education must: (i) Be developmentally and linguistically appropriate, recognizing that children have	#10 – Individualization: How does the grantee individualize the program of child development and health services to meet each child’s unique characteristics, strengths, and needs, as determined in consultation with the family? #11 – Disabilities Services: How does the grantee ensure that individualized services are effectively provided to children with diagnosed or suspected disabilities? #12 – Curriculum and Assessment: How has the grantee engaged in a	Child Growth and Development – page 12-15: Child Growth and Development reflects knowledge and understanding of developmental stages, processes, theories and their implications for work with young children and families. Environmental Design – page 16-18: Environmental Design includes knowledge of how to create safe, attractive, inviting, and well-organized learning spaces for young children that promote physical, social-	Science 1 – Design, conduct, evaluate and communicate scientific investigations. 2 – Demonstrate knowledge of properties, forms, changes and interactions of physical and chemical systems. 3 – Demonstrate knowledge of characteristics, structures and function of living things, the process and diversity of life, and how living organisms interact with each other and their environment. 4 – Demonstrate knowledge of the composition, structures, processes and interaction of Earth’s systems on other object in

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4. Observation & Recording: Children will learn to observe and record findings, the fourth step in the scientific method. 5. Formation of Conclusions: Children will learn to form conclusions, the fifth step in the scientific method. 6. Communication of Results: Children will learn to communicate final results, the sixth step in the scientific method.	means, including discussion, drawings, maps and charts. -Begins to describe and discuss predictions, explanations and generalizations based on past experiences. Domain Element: Scientific Knowledge Indicators: -Expands knowledge of and abilities to observe, describe and discuss the natural world, materials, living things and natural processes. -Expands knowledge of and respect for their body and the environment. -Develops growing awareness of ideas and language related to attributes of time and temperature. -Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.	individual rates of development as well as individual interests, temperaments, languages, cultural backgrounds, and learning styles; (ii) Be inclusive of children with disabilities, consistent with their Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP); (iii) Provide an environment of acceptance that supports and respects gender, culture, language, ethnicity and family composition; (iv) Provide a balanced daily program of child-initiated and adult-directed activities, including individual and small group activities.	process of curriculum selection and/or development, implementation, and evaluation resulting in a written plan that supports the growth of children’s social competence, including school readiness, for each identified program option? #14 – Parent Involvement: How does the grantee provide parent involvement opportunities? #15 – Community Partnerships: How does the grantee take an active role in community planning and advocacy to improve the delivery of services to children and families? #17 – Facilities, Materials, Equipment, and Transportation: How does the grantee ensure that	emotional, cognitive, and creative development both indoors and outdoors. Curriculum – page 30-47: Curriculum encompasses developmentally appropriate practice that supports physical, social-emotional, cognitive, and creative development with: a balance of adult and child directed activities; indoor and outdoor experiences; individual, small, and large group activities; blocks of uninterrupted time for children to engage in self-chosen activities; and meaningful and relevant interaction with a variety of materials, children, and adults. Observation and Assessment – page 48-50: Observation and Assessment includes understanding the how and	space. 5 – Understand how scientific knowledge and technological developments impact society. 6 – Understand historical developments in science and technology.

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		1304.21(a)(2)(i-ii) – pg 63-64: (2) Parents must be: (i) Invited to become integrally involved in the development of the program’s curriculum and approach to child development and education; (ii) Provided opportunities to increase their child observation skills and to share assessments with staff that will help plan the learning experiences. 1304.21(a)(4)(i-iv) – pg 68-70 (4) Grantee must provide for the development of each child’s cognitive and language skills by: (i) Supporting each child’s learning, using various strategies including experimentation,	facilities, materials, equipment, and transportation services, when they are provided, are safe, appropriate, and conducive to learning and reflective of the different ages and stages of development of each child, including children with disabilities, for the conduct of all program activities? #18 – Child Outcomes: How has the grantee implemented requirements related to child outcomes?	why of observing children and the utilization of informal, authentic, and formal assessment techniques as a tool for curriculum planning, goal setting for individuals in partnerships with parents, and preparation of the learning environment to enhance growth and learning.	

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		inquiry, observation, play and exploration; (iii) Promoting interaction and language use among children and between children and adults; and (iv) Supporting emerging literacy and numeracy development through materials and activities according to the developmental level of each child. 1304.21(c)(1)(i-vii) – pg 77-82: (c) Child development and education approach for preschoolers. (1) Grantee, in collaboration with the parents, must implement a curriculum that: (i) Supports each child’s individual pattern of development and learning; (ii) Provides for the development of			

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		cognitive skills by encouraging each child to organize his or her experiences, to understand concepts, and to develop age appropriate literacy, numeracy, reasoning, problem solving and decision-making skills which form a foundation for school readiness and later school success; (iii) Integrates all educational aspects of the health, nutrition, and mental health services into program activities; (iv) Ensures that the program environment helps children develop emotional security and facility in social relationships; (v) Enhances each child’s understanding of self as an individual and as a member of a			

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		group; (vi) Provides each child with opportunities for success to help develop feelings of competence, self-esteem, positive attitudes toward learning; and (vii) Provides individual and small group experiences both indoors and outdoors.			
<i>Social-Emotional Development</i>	<i>Domain: Emotional Development</i>	<i>Early Childhood Development and Health Services: Education and Early Childhood Development 1304.21</i>		<i>Child Growth and Development, Environmental Design, Child Guidance, Curriculum</i>	<i>World Language</i>
1. Sense of Self: Children begin to identify who they are as a person (such as likes, dislikes, interests, strengths) and develop competence and confidence in their own unique abilities. They grow	Domain Element: Self Concept Indicators: -Begins to develop and express awareness of self in terms of specific abilities, characteristics and preferences. -Develops growing capacity for	1304.21(a)(3)(i)(A-E) – pg 65-67 (3) Grantee must support social and emotional development by: (i) Encouraging development which enhances each child’s	#10 – Individualization: How does the grantee individualize the program of child development and health services to meet each child’s unique characteristics, strengths, and needs, as determined in	Child Development – pg 12-15: Child Growth and Development reflects knowledge and understanding of developmental stages, processes, theories and their implications for work	World Language 1 – Engage in conversation, provide and obtain information, express feeling and emotions, and exchange opinions. 2 – Understand and interpret spoken and/or

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into themselves, differentiating themselves from parents and others, developing and beginning to recognize their areas of strength and skill, and applying their emerging esteem alone and in groups. 2. Self-Regulation: Children learn to identify and express their feelings in non-hurtful ways, recognize the impact their behavior has on others, and practice self-control. 3. A Caring Community: Children learn to feel	independence in a range of activities, routines, and tasks. -Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments. Domain Element: Self Control Indicators: -Shows progress in expressing feelings, needs and opinions in difficult situations and conflicts without harming themselves, others, or property. -Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions. -Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully. Domain Element: Cooperation	strengths by: (A) Building trust; (B) Fostering independence; (C) Encouraging self-control by setting clear, consistent limits, and having realistic expectations; (D) Encouraging respect for the feelings and rights of others; and (E) Supporting and respecting the home language, culture, and family composition of each child in ways that support the child's health and well-being. 1304.21(a)(3)(ii) pg 68 (ii) Planning for routines and transitions so that they occur in a timely, predictable and unrushed manner according to each child's needs.	consultation with the family? #11 – Disabilities Services: How does the grantee ensure that individualized services are effectively provided to children with diagnosed or suspected disabilities? #12 – Curriculum and Assessment: How has the grantee engaged in a process of curriculum selection and/or development, implementation, and evaluation resulting in a written plan that supports the growth of children's social competence, including school readiness, for each identified program option? #13 – Family Partnership Building: How does the grantee engage in a process of collaborative partnership	with young children and families. Environmental Design – page 16-18: Environmental Design includes knowledge of how to create safe, attractive, inviting, and well-organized learning spaces for young children that promote physical, social-emotional, cognitive, and creative development both indoors and outdoors. Child Guidance pg 19-22 Child Guidance includes the ability to identify developmentally appropriate behavior and employ a variety of positive guidance strategies that promote self-regulation, respect for others, and meeting the needs of the group. Curriculum – page 30-47: Curriculum encompasses developmentally appropriate practice that	written language on a variety of topics. 3 – Convey information, concepts, and ideas to listeners and/or readers for a variety of purposes. 4 – Demonstrate an understanding of the relationships between the perspectives, practices, and products/contributions of cultures studied, and use the knowledge to interact effectively in cultural contexts. 5 – Reinforce and increase his/her knowledge of other disciplines through world languages. 6 – Acquire information and perspectives through authentic materials in world languages and within cultures. 7 – Recognize that different languages use different patterns and can apply this knowledge to his/her own language. 8 – Demonstrate

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secure as they develop relationships of trust with adults and other children in their expanding world beyond the family. They begin to recognize social cues and become sensitive to others' feelings. 4. A Pro-Social Environment: Children follow routines with increasing independence and handle variations without discomfort. They make their preferences known in increasingly mature ways and respond to adult guidance appropriately. Children begin to make friends and build relationships with both peers and adults.	Indicators: -Increases abilities to sustain interactions with peers by helping, sharing and discussion. -Show increasing abilities to use compromise and discussion in working, playing and resolving conflicts with peers. -Develops increasing abilities to give and take in interactions; to take turns in games or using materials, and to interact without being overly submissive or directive. Domain Element: Social Relationships Indicators: -Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults. -Shows progress in developing friendships with peers. -Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others.		building with parents? #14 – Parent Involvement: How does the grantee provide parent involvement opportunities? #17 – Facilities, Materials, Equipment, and Transportation: How does the grantee ensure that facilities, materials, equipment, and transportation services, when they are provided, are safe, appropriate, and conducive to learning and reflective of the different ages and stages of development of each child, including children with disabilities, for the conduct of all program activities? #18 – Child Outcomes: How has the grantee implemented requirements related to child outcomes?	supports physical, social-emotional, cognitive, and creative development with: a balance of adult and child directed activities; indoor and outdoor experiences; individual, small, and large group activities; blocks of uninterrupted time for children to engage in self-chosen activities; and meaningful/relevant interaction with a variety of materials, children, adults Observation/Assessment – page 48-50: Observation and Assessment includes understanding the how and why of observing children and the utilization of informal, authentic, and formal assessment techniques as a tool for curriculum planning, goal setting for individuals in partnerships with parents, and preparation of the learning environment	understanding of the concept of culture through comparisons of the culture studied and his/her own. 9 – Apply language skills and cultural knowledge in daily life.

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				to enhance growth and learning.	
<i>Social Studies</i>	<i>Domain Element: Emotional Development</i>	<i>Early Childhood Development and Health Services: Education and Early Childhood Development 1304.21</i>		<i>Child Growth and Development,, Environmental Design, Curriculum, Observation and Assessment</i>	<i>Social Studies</i>
1. Awareness of Time: Young children begin to understand the concept of time, including past, present, and future. They are able to recognize recurring experiences that are part of the daily routine. 2. Roles, Rights, & Responsibilities: Young children begin to follow rules and set personal boundaries for their behavior, as well as understand why rules are created. When presented with a set of alternatives, children are able to make choices for their own lives.		1304.21(a)(1)(i-iv) – pg 60-63: (a) Child development and education approach for all children: (1) In order to help children gain the social competence, skills and confidence necessary to be prepared to succeed in their present environment and with later responsibilities in school and life, grantee’s approach to child development and education must: (i) Be developmentally and linguistically	#10 – Individualization: How does the grantee individualize the program of child development and health services to meet each child’s unique characteristics, strengths, and needs, as determined in consultation with the family? #11 – Disabilities Services: How does the grantee ensure that individualized services are effectively provided to children with diagnosed or suspected disabilities?	Child Growth and Development – page 12-15: Child Growth and Development reflects knowledge and understanding of developmental stages, processes, theories and their implications for work with young children and families. Environmental Design – page 16-18: Environmental Design includes knowledge of how to create safe, attractive, inviting, and well-	Social Studies 1 – Access, synthesize, and evaluate information to communicate and apply social studies knowledge to real-world situations. 2 – Analyze how people create and change structures of power, authority and governance to understand the operation of government and to demonstrate civic responsibility. 3 – Apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement,

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3. Places, Regions, & Spatial Awareness: Through exploration, young children learn that every place has its own unique characteristics. As they become aware of their bodies in space, they develop an understanding of how they are affected by, and the effect they have upon, the world around them. 4. The Physical World: As young children explore the environment, they become aware of how people and the earth interact. By 4 and 5 years of age, children begin to understand how people use natural resources and change the earth for their own benefit. They develop an awareness of how to care for their physical environment and why it is important.		appropriate, recognizing that children have individual rates of development as well as individual interests, temperaments, languages, cultural backgrounds, and learning styles; (ii) Be inclusive of children w/disabilities, consistent with their Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP); (iii) Provide an environment of acceptance that supports and respects gender, culture, language, ethnicity and family composition; (iv) Provide a balanced daily program of child-initiated and adult-directed activities, including individual and small group	#12 – Curriculum and Assessment: How has the grantee engaged in a process of curriculum selection and/or development, implementation, and evaluation resulting in a written plan that supports the growth of children’s social competence, including school readiness, for each identified program option? #14 – Parent Involvement: How does the grantee provide parent involvement opportunities? #17 – Facilities, Materials, Equipment, and Transportation: How does the grantee ensure that facilities, materials, equipment, and transportation services, when they are provided, are safe, appropriate, and conducive to learning and	organized learning spaces for young children that promote physical, social-emotional, cognitive, and creative development both indoors and outdoors. Curriculum – page 30-47: Curriculum encompasses developmentally appropriate practice that supports physical, social-emotional, cognitive, and creative development with: a balance of adult and child directed activities; indoor and outdoor experiences; individual, small, and large group activities; blocks of uninterrupted time for children to engage in self-chosen activities; and meaningful and relevant interaction with a variety of materials, children, and adults. Observation and Assessment – page 48-50:	and regions). 4 – Demonstrate an understanding of the effects of time, continuity, and change on historical perspectives and relationships. 5 – Make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption. 6 – Demonstrate an understanding of the impact of human interaction and cultural diversity on societies.

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5. Recognition of Diversity: Young children begin to notice and react to similarities and differences (such as appearance, gender, and behavior) between themselves and others. With appropriate guidance, they are able to experience empathy for other people. 6. Community Awareness: Young children began to understand the basic principles of community function, including work roles and the importance of money for purchasing. They see how their family interacts with the community to receive needed goods and services.	Domain Element: Knowledge of Families & Communities Indicators: -Develops ability to identify personal characteristics including gender, and family composition. -Progresses in understanding similarities and respecting differences among people, such as genders, race, special needs, culture, language, and family structures. -Develops growing awareness of jobs and what is required to perform them. -Begins to express and understand concepts and language of geography in the contexts of their classroom, home and community.	activities. 1304.21(a)(2)(i-ii) – pg 63-64: (2) Parents must be: (i) Invited to become integrally involved in the development of the program’s curriculum and approach to child development and education; (ii) Provided opportunities to increase their child observation skills and to share assessments with staff that will help plan the learning experiences. 1304.21(a)(4)(i-iv) – page 68-70 (4) Grantee must provide for the development of each child’s cognitive and language skills by: (i) Supporting each child’s learning, using various strategies- experimentation,	reflective of the different ages and stages of development of each child, including children with disabilities, for the conduct of all program activities? #18 – Child Outcomes: How has the grantee implemented requirements related to child outcomes?	Observation and Assessment includes understanding the how and why of observing children and the utilization of informal, authentic, and formal assessment techniques as a tool for curriculum planning, goal setting for individuals in partnerships with parents, and preparation of the learning environment to enhance growth and learning.	

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		inquiry, observation, play and exploration; (ii) Ensuring opportunities for creative self-expression through activities such as art, music, movement, and dialogue; (iii) Promoting interaction and language use among children and between children and adults; and (iv) Supporting emerging literacy and numeracy development through materials and activities according to the developmental level of each child. 1304.21(c)(1)(i-vii) – page 77-82: (c) Child development and education approach for preschoolers. (1) Grantee, in collaboration with the parents, must implement a			

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		curriculum that: (i) Supports each child’s individual pattern of development and learning; (ii) Provides for the development of cognitive skills by encouraging each child to organize his or her experiences, to understand concepts, and to develop age appropriate literacy, numeracy, reasoning, problem solving and decision-making skills which form a foundation for school readiness and later school success; (iii) Integrates all educational aspects of the health, nutrition, and mental health services into program activities; (iv) Ensures that the program environment helps children develop			

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		emotional security and facility in social relationships; (v) Enhances each child’s understanding of self as an individual and as a member of a group; (vi) Provides each child with opportunities for success to help develop feelings of competence, self-esteem, positive attitudes toward learning; (vii) Provides individual and small group experiences both indoors and outdoors.			

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Fun Family Activities

For Preschool Children & their Families
• A Companion Piece •



What Are They?

Montana's Early Learning Guidelines reflect what children ages three to five need to know, understand, and be able to do by the time they reach kindergarten.

Important: Do not leave children unattended while doing the activities in this book. Adult supervision is essential!

Parents and other family members play an important role in supporting their child's growth and development. Development occurs at a unique pace for each child. The purpose of this document is to help you with ways to support your child's learning through fun and interactive activities. Most of the activities are designed to fit into your family's day-to-day routines.

As a family, you can use this information to:

- Help you understand how your child is growing and learning.
- Help you plan special activities for your child that can assist in growth and learning.
- Think about your typical day and how you can use your family routines to support your child's growth and development.

Your child learns all kinds of things from you. You are his or her first and most important teacher. Your home is a learning place. By making the most of this very special setting, you can teach your child skills that will help him or her do well in school and beyond. Children learn best through play. Play with your child using common household items and your child will learn new skills and develop a love of learning.

Your home environment is important.

“The environment provided by the child’s first caregivers has profound effects on virtually every facet of early development.”

(From *Neurons to Neighborhoods: The Science of Early Childhood Development*, Institute of Medicine, 2000)

The Early Learning Guidelines Fun Family Activity book includes activities that support all of the learning domains listed below. We have included parenting tips and other ideas we know will be helpful. Have fun with your child’s learning and enjoy your time together.

Creative Arts - Through creative arts children explore and represent their ideas about the world, reveal their inner thoughts and feelings, find ways to understand themselves, enrich their world and bring beauty into it.

Language & Literacy - Language and literacy are an integral part of development for young children, and happen in a sequential manner. A strong foundation in the development of language proficiency is the key to developing literacy skills, thus a pre-requisite in learning to read. Young children need an environment filled with rich language and many opportunities to hear language and use language for a variety of purposes.

Mathematics & Numeracy - The foundation for children’s mathematical development is established in the earliest years. Early mathematics learning builds on the curiosity and enthusiasm of children and grows naturally from their experiences. Appropriate mathematical experiences challenge young children to explore ideas, make sense of the world around them and find meaning in the physical world.

Physical Development & Health - Health safety, and physical development are critical to the skills, timing and expression of early learning. A safe and healthy environment provide an essential foundation for children's personal health and well-being.

Science - Young children are natural scientists. Beginning with the need to understand their immediate environment, they move from awareness to exploration, inquiry, and utilization of knowledge.

Social & Emotional Development - Each child's feelings and social behaviors will be unique. The general characteristics of age and developmental levels must guide adult expectations and their interactions with children. This is the fundamental basis of all early learning.

Social Studies - As children grow and develop, they become increasingly aware of their physical environment. They begin to identify similarities and differences between people and discover that no two places or objects are the same. A child's natural curiosity about the world can be nurtured in a caring and learning environment that provides opportunities for exploration of other communities, regions and culture.

Helpful Resources - Emergency and disaster preparedness, child care and preschool checklists, recipes and books to share with your child.

Creating A Learning Environment

Novelty: Give your child chances to experiment with new objects and environments. Novel experiences not only feed your child's natural curiosity, but they also spur the growth of new connections in the brain. Exposure to interesting toys and games stimulates your child's brain, and as it processes new information, it's wiring develops.

Playtime (Play's the Way!): Safe supervised play in an unstructured environment is beneficial to your child's development. Children learn best through play.

This does not mean that supervised play groups are not valuable. Watching and playing with others – parents, siblings, and peers – floods your young child's mind with new ideas. In social settings like play groups, play-grounds, child care programs or even library reading hours, they'll learn to use objects in new ways and to interact in socially acceptable ways.

Avoid Overstimulation: When it comes to learning and brain development, be aware of too much of a good thing. Avoid overstimulation. Pay attention to your child's cues.

Screen Time: Don't rush to turn on the computer. Experts suggest waiting until your child is at least three years old before introducing him to the computer, because children younger than three lack the motor skills or attention span to absorb the benefits of computer learning. Research does not indicate that computer activities give young children a head start in school or are more beneficial than spontaneous play or interaction with others. Instead, young children need to play and explore in three dimensions, not in the two-dimensional world of a computer or television screen.

“Contrary to the broader culture, most of what children need, money cannot buy. Children need time and space, attention, affection, guidance and conversation. They need sheltered places where they can be safe as they learn what they need to know to survive.”

Mary Pipher, Ph.D.

6 Ways to Encourage Children's Success

1. Be a good role model. Children learn as much from how you act as they do from what you say.
2. Treat children with respect, and they will take your words and example to heart.
3. Celebrate every child's success and sincere efforts. Be generous with your words of praise.
4. Have patience. Accept that children make mistakes, are inconsistent, and act thoughtlessly – this is part of being a child.
5. Share your enthusiasm for the value of education and the fun of learning.
6. Set high but realistic expectations for children's work and behavior.

Creative Arts

Through creative arts children explore and represent their ideas about the world, reveal their inner thoughts and feelings, find ways to understand themselves, enrich their world and bring beauty into it.

- **Art Appreciation**
- **Art Elements**
- **Music Production**
- **Drama Appreciation**
- **Art Production**
- **Music Appreciation**
- **Music Elements**
- **Drama Elements**

“The creative arts are our universal language, the language of our imagination, of musicians, and dancers, painters and sculptors, storytellers and poets.”

- Edwards, 1997

Art Appreciation

Children express personal interests, ideas, and feelings through art and begin to share opinions about artwork and artistic experiences.

- Let your child try painting with materials not normally used for painting.
- Try things like toothbrushes, feathers, and various small kitchen utensils.
- Make a mitten using bubble wrap and duct tape for your child to “pat paint” with.
- Try painting both indoors and outdoors if weather permits.

Children 3 to 4 years of age can now focus for longer periods of time on activities like cutting and drawing and creating interesting projects. They will use language to make up stories and rhymes and songs, and they love to play with words and ask lots of questions. Encourage your child to tell you about their artwork and avoid asking questions such as, “What is it a picture of?”

TIP

Cut the bottom off a plastic grocery bag and fit over your child like a tank top to use as a paint smock.

Always watch children closely when using plastic bags.





Art Production

Children use symbols, elements such as shape, line, color, and texture, and principles such as repetition in art experiences.

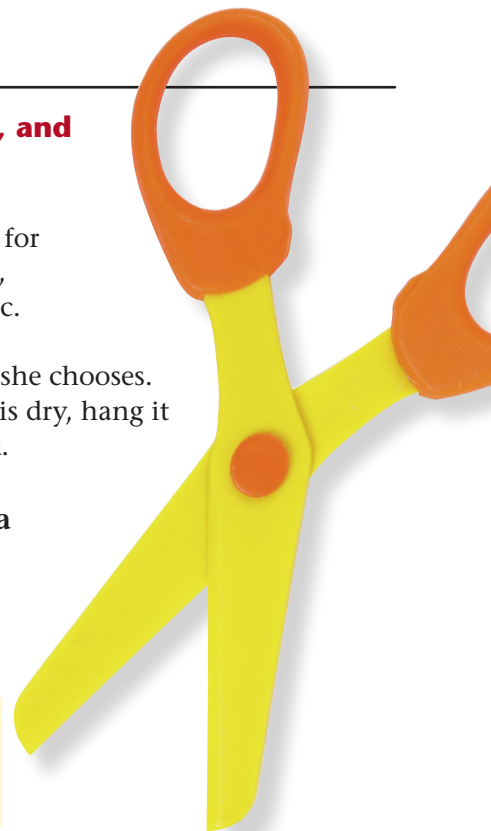
Provide a rich assortment of materials and experiences. A box of scraps is wonderful for building collage projects. It might include ribbon, cellophane, styrofoam trays, yarn, cotton balls, etc. Add standard materials such as scissors, markers, tape, glue, clay, etc.

Provide a piece of cardboard for your child to glue the materials on in any way he or she chooses. Cutting the sides off of a cereal box works well for the cardboard. When the collage is dry, hang it at your child's level so that both you and your child are able to admire their artwork.

- Putting small amounts of glue in a small shallow container and using a paintbrush for the glue is easier for a child to control than trying to manage the flow of glue from a bottle.
- Children will enjoy collecting collage items such as leaves outdoors.

TIP

For preschool children, the process is more important than the finished product!

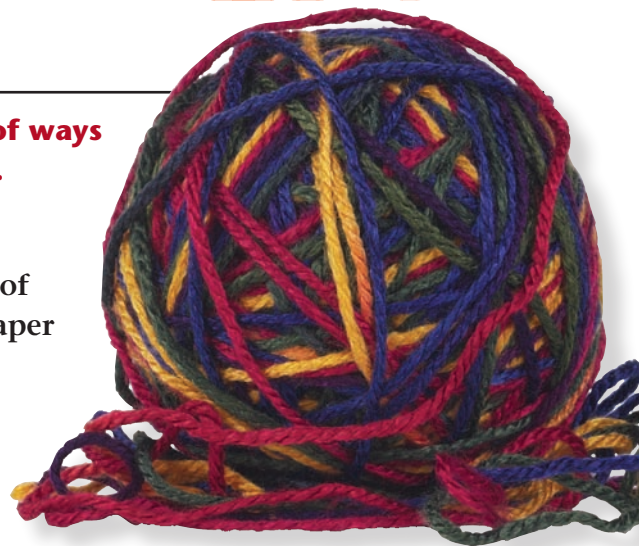


Art Elements

Children use different art media and materials in a variety of ways for creative expression, exploration and sensory experience.

- Follow your child's lead.
- Be willing to change gears if your child decides to paste bits of colored paper onto a sheet of paper instead of making the paper chain you had planned on.
- Try to share his or her interest in the process rather than focusing on a product.

Have masking tape, pipe cleaners, and lightweight wire available for joining the items to form a sculpture. Show the materials to your child and allow them time to explore them. Explain what a sculpture is and show them how they can use the tape, wire, etc. to join items together to form a sculpture. Talk to your child about the different weights, textures, and colors of the items. The sculpture can be joined to a piece of firm cardboard or shallow box if you wish.



TIP

Beautiful Junk: Gather a variety of household castoffs. (Cardboard tubes, yarn and fabric scraps, egg cartons, buttons, wood scraps, newspapers, magazines, etc).



Music Appreciation

Children show enjoyment of music through facial expressions, vocalization, and various movements.

Dance, Dance, Dance

Choose music on tapes, CDs, or the radio that your child will enjoy moving to. Be sure to have music that will bring out different kinds of movement – fast and slow, music with a hard beat, music with a soft beat, and others.

- Tell your child to move the way the music tells them. Then play one piece for a minute or two as your child dances. Show the children how much you enjoy the ways they dance. Talk about the music if your child just wants to listen. Dance with your child.
- Make sure there is plenty of space for dancing.
- Ask your child how they feel when listening to the music; happy, sad, scared, etc.

TIP

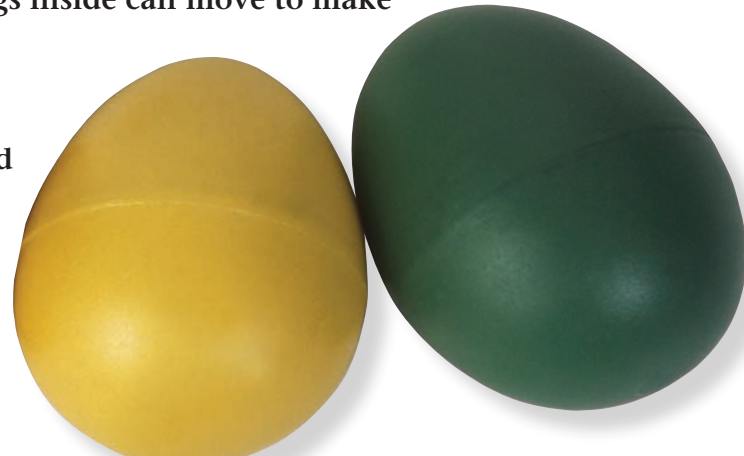
Turn off music when the activity is over. Young children will listen better to music if it is not a part of the general background noise.

Music Production

Children produce vocal/instrumental music and rhythmic movements spontaneously and in imitation.

Shakers:

- Collect plastic jars with lids, plastic Easter eggs, and other plastic containers for your child to fill to make their own shakers.
- Put out different things your child can put into his or her containers such as rice, dried beans, sand, or pebbles. Let your child fill several containers with different items. Remind your child to leave lots of space so the things inside can move to make noise. Secure all lids with strong tape.
- Use the cans when singing with your child or when listening to music. Help your child talk about how they made their shakers, what they put in them, and how they sound.



Music Elements

Children begin to differentiate variations in tempo, dynamics, and types of sounds made by different classes of instruments (percussion, wind, string).

Matching Sounds:

- Cover empty juice cans or plastic jars with colored paper, (*contact paper works well*), so that they all look the same.
- Fill two sets of cans with things that make sounds, such as rice, sand, bells, beads, or pebbles.
- Tape lids on securely with strong tape.
- Let your child shake all the cans and listen. Then pick up one can. Shake it. Give the child two other cans to shake. Make sure that one of them matches the can you are shaking. See if your child can find the one whose sound matches yours.

TIP

Begin with cans that make very different sounds. See if two children will play this game without you, once they know how.





Drama Appreciation

Children show appreciation and awareness of drama through observation and imitation, and by participating in simple dramatic plots, assuming roles related to their life experiences. Young children enjoy telling stories through action, dialogue or both.

Dress-Up:

- Collect easy to put on men's and women's clothes for your child to use in dress-up play.
- Include hats, shoes, dresses, skirts, jackets, pants, and purses.
- Shorten clothes to make them safe. Let children put on these "big people's" clothes and pretend in their own way. Be sure to keep the clothes clean, especially if more than one child uses the dress-ups.
- Let your child see themselves in a large mirror if available.

TIP

Don't put out too many clothes at once. Add new interest to the dress-ups by changing the clothes you put out. Add props such as hats or vests as your child shows interest in a person portrayed in a book or something they observed recently.

Drama Production

Children create and direct complex scenarios based on individual and group experiences. Children create situations, arrange environments to bring their drama to life, assume roles, direct others and accept direction from others.

Take a Trip:

- Read or tell a story about taking a trip by car, bus, airplane, or train. Ask your child if they have ever taken a trip, and ask him or her to talk about it. Suggest that you can help your child make a play car, bus, train, etc.
- Use small chairs or cardboard boxes for seats.
- Add a steering wheel using a round plastic lid, paper plate, or cut a round cardboard shape.
- Tell your child they can pack for the trip using dress-up clothes, purses, and tote bags.
- Take turns with your child being a passenger and the driver.





Drama Elements

Children role-play story books, poems and simple imaginary themes using elements of drama including character, place, theme, or idea.

Act Out a Favorite Story:

- Read or tell your child a very familiar story that your child will be able to act out.
- Figure out the different parts children could play. You and your child, siblings, friend or other family members can act out different parts of the story with your child. Let your child or children choose the part they want.
- Tell the story as the child, children, and/or adults act.
- Give some direction, but not too much. Most of all, have fun!

TIP

There are many versions of stories such as the *Three Little Pigs* and the *Three Billy Goats Gruff* that are universal favorites.

Language & Literacy

- **Receptive Language**
- **Expressive Language**
- **Phonological Awareness**
- **Print Awareness**
- **Print Development**

“Every child is born a genius.”

R. Buckminster Fuller (1895 - 1983)
American Architect, Engineer



Receptive Language

Children enter into the exchange of information around what is seen, heard, and experienced. They begin to acquire the concepts and language that contribute to learning to communicate and eventually, to read.

Songs with Action Words:

Sing a song about actions to the tune of “*This Is The Way We Wash Our Hands.*” Put in a lot of different action words that your child can try to copy. See if your child can do the actions when they hear the words you sing. If they don’t know what the word means, do the action so they can copy what you do.

*This is the way we jump up and down. Jump up and down, jump up and down.
This is the way we jump up and down so early in the morning.*

TIP

Try other actions such as hop on two feet, reach to the sky, and stand on one foot. Add props, such as scarves and shakers.

Read books with action words and encourage your child to participate in the storytelling by doing the actions they see and hear as you read together. There are several children’s book suggestions with this document that would be good choices.



Expressive Language

Children learn when they talk out loud. Children use words to help adults and others to understand their needs, ask questions, express feelings and solve problems.

Vocabulary Notebook:

- Cut pictures from magazines or catalogs of animals, cars, furniture, anything that interests your child. Stick with one theme at a time.
- With your child, glue the pictures into a notebook. Ask your child what the picture is of and then write the name under the picture.
- Use the book frequently with your child having him or her “read” the labels under the pictures to you.
- Expand upon the pictures as your child becomes familiar with the labels. Ask your child questions about the pictures such as, “Is the dog under the table?” or, “Is the red ball bigger than the blue ball?”



Phonological Awareness

Children become aware of the sounds of letters and combinations of letters that make up words. They begin to manipulate syllables and sounds of speech.

My Name Match:

- Write your child's name on a sheet of paper or cardboard. Talk about the first letter of your child's name and the sound that letter makes.
- For example; write Molly on the cardboard and point that her name starts with an M and that M makes an "mmmmm" sound.
- Ask your child to find things in your home that start with M or the "mmmmm" sound to match her name.
- Do the same activity while walking or driving with your child. Find things in your neighborhood that start with the first letter of your child's name.



TIP

The first letters a child will learn are those that are most important to him or her: the first letter of her name, the first letter of a favorite store, restaurant, or product, the first letter of the names of people important to her.



Print Awareness

**Children acquire an understanding that print carries a message through symbols and words.
Children learn to make the connection between sounds and letters (the alphabetic principle).**

Write a Story/Make a Book:

Take a “reading walk” in your home with your child. Walk around your home looking for places where print is used, (books, magazines, grocery lists, instructions, labels, etc.). As your child points out print examples, write them down on paper to make a list. After the walk, sit down with your child and write the book title *We Went Walking* on a file folder to make a cover for the book.

- Write the first print example on your list on a piece of paper; ask your child to “write” the same words under what you have written and let them scribble what they see. Their scribbles may not look like letters, which is alright. This will be the first page of your book. Your child may want to illustrate each page with a picture. Continue making your book pages in this same manner.
- Attach all the pages together inside the file folder using a stapler, tape, or lacing with yarn.
- Read the book aloud with your child and see if your child can follow the path you followed to make the book, pointing out the print examples in the book. Take turns reading the book and following the path.

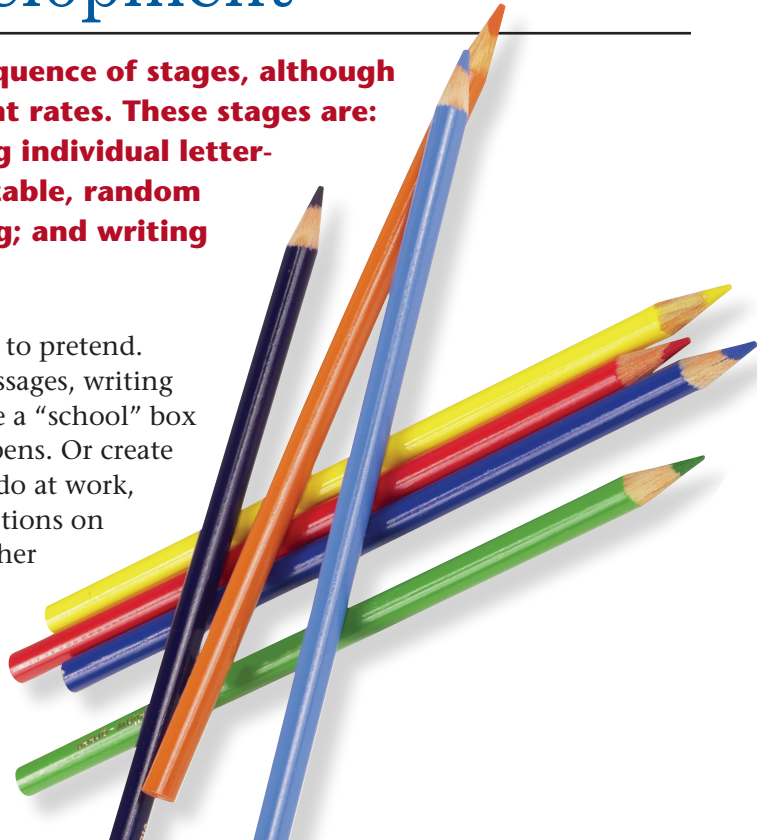
Read your book together often. Point out print examples daily and let your child see you read for pleasure and for information.



Print Development

Children acquire the ability to write through a sequence of stages, although individual children will become writers at different rates. These stages are: writing using scribble-like markings; writing using individual letter-like marks or mock letters; writing using recognizable, random letter strings; writing using semi-phonetic spelling; and writing using phonetic spelling.

Create an area or box of materials that encourage your child to pretend. Include materials for writing grocery lists and telephone messages, writing calendars, and writing in old checkbooks. You might include a “school” box with a small chalkboard, lined paper, pencils, and marking pens. Or create a “work” box where your child can pretend to do what you do at work, whether it is taking orders in a restaurant or writing prescriptions on a special pad. Save all sorts of free notepads, calendars, or other materials for your child’s pretend play. Your child will learn that writing has a purpose in every day life.



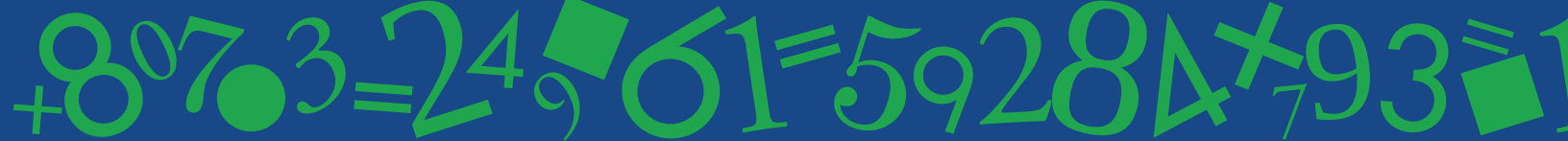
Mathematics & Numeracy

- **Numeracy Relationships**
- **Classification and Comparison**
- **Pattern Recognition and Reproduction**
- **Geometric Shapes and Directional Words**
- **Measurement Relationships**
- **Problem Solving**



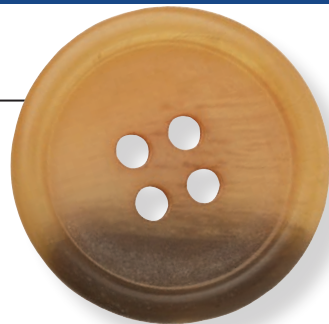
“Children do much of their best learning when they are actively engaged in a problem, especially with the support of other people.”

Lev Vygotsky, Developmental Theorist



Numeracy Relationships

Children develop the ability to think and work with numbers easily, to understand their uses, and describe their relationships. Children learn the meaning of numbers in their everyday experiences (e.g. home, early childhood settings, community and nature).



It's in the Bag:

You will need five small zip lock bags, a permanent marker, and assortment of at least 10 small objects that will fit easily into the bags. (Poker chips, pompoms, large buttons, etc.)

- Use the marker to draw one star on the bag, two stars on the next bag, three on the next, four on the next, and five on the last bag.
- Spread the objects out on a table or the floor and tell your child to place the number of objects into each bag that matches the number of stars on the bag. After your child masters this game, you can extend this to include the numbers from 6 – 10.
- To increase your child's knowledge, write the number on the bags under the stars.

Remember to always supervise your child while doing activities that use small objects.

TIP

Have your child stand on your feet and count the steps as you walk and dance around your home together. Your child will feel, hear and see counting as you move together.





Classification & Comparison

Children apply mathematical skills through counting, sorting and comparing objects. Children describe their thinking and observations in everyday situations.

- Sorting involves separating objects into groups according to their similarities.
- Once your child is able to match more than one object, he or she is sorting!
- Help your child sort familiar objects into four groups using everyday items in your home such as stuffed animals, toy vehicles, kitchen items, and bathroom items.
- Put the items in a box or bag and help your child sort them into smaller boxes or bags according to the categories.
- Talk to your child about why he or she is putting the items in the various categories. The answers may surprise you!

TIP

Organizational skills such as sorting and classifying help your child to master complex learning skills throughout life. Sorting and classifying are early math skills that provide the foundation for later learning, especially learning patterns, algebra and data.





Pattern Recognition & Reproduction

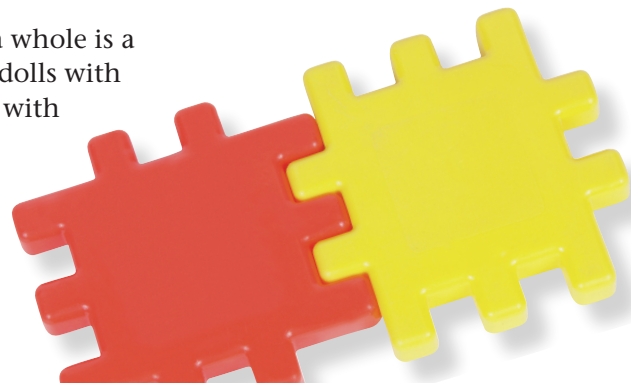
Children learn to identify and describe patterns using mathematical language. They develop the ability to reproduce patterns they see and to create new ones.

Math Words:

You can help your child learn math by helping him or her to talk about experiences and reflect upon them, and by helping your child to connect new ideas to his or her previous knowledge. Your child is probably already using a lot of math words like the following:

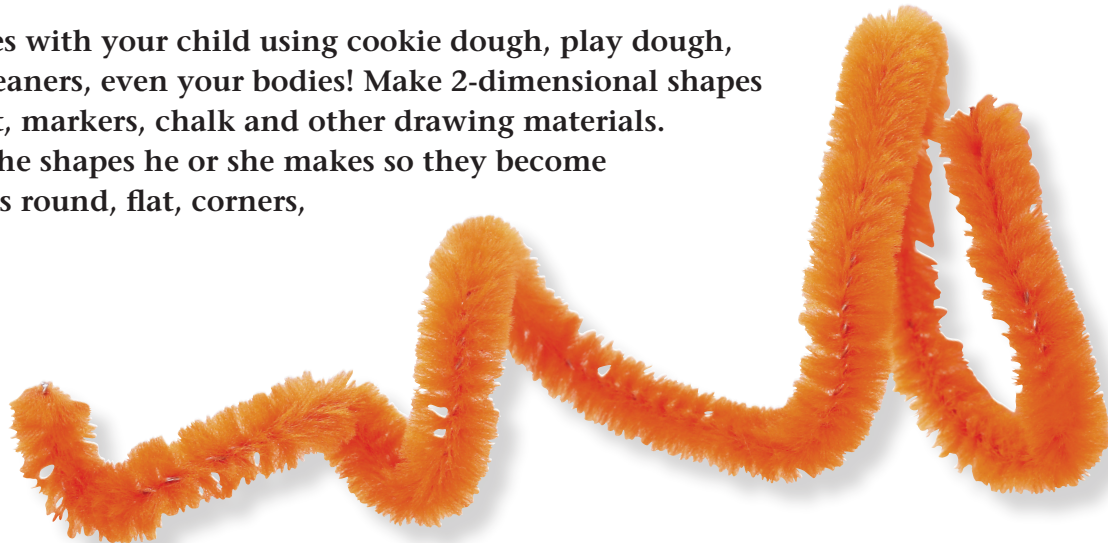
same	different	far	more	less	together	last	count
empty	sides	near	thick	narrow	short	tall	hard
roll	stack	flat	heavy	next	big	small	under

Playing with toys that are made up of parts that can be combined into a whole is a good way to help children understand shapes and space. These include dolls with clothes, models that come apart, blocks, Legos, puzzles, and paper dolls with clothes. Folding and cutting activities, such as making a snowflake, are helpful. Other suggested toys include nesting cups or boxes, cups of pitchers for sand and water play, and games that use a grid system (such as tic-tac-toe).





Shapes Everywhere:

- s with your child using cookie dough, play dough,
eaners, even your bodies! Make 2-dimensional shapes
, markers, chalk and other drawing materials.
he shapes he or she makes so they become
s round, flat, corners,
- 
- A long, orange, fuzzy pipe cleaner is bent into a continuous, wavy line that resembles a stylized 'M' or a series of connected 'U' shapes. The pipe cleaner has a soft, fringed texture and is set against a plain white background.



Measurement Relationships

Children begin to use measuring instruments to explore and discover measurement relationships. They apply the characteristics of length, quantity, volume, distance, weight, area, and time to real life situations in order to construct concepts of measurement.

Measure Up:

- Help your child to measure each ingredient into a big bowl. Mix with a spoon. Give each person a small cup or dish of the trail mix. Enjoy!

Trail Mix:

Ingredients -

1 cup dry cereal
1/2 cup raisins
3/4 cup mini-pretzels
1/4 cup chocolate chips

What to use -

Measuring cups
A big bowl
A spoon
A small cup or dish for each person



TIP

Experiment with other kinds of cereals, dried fruits, or snacks.



Problem Solving

Children build a foundation for solving problems by formulating questions and possible solutions individually and with others based on their observations and experiences.

One Potato, Two Potato:

- Put one raw potato in a small paper bag, two potatoes in another bag, and three potatoes in a third bag.
- Fold the tops of the bags down so you can't see the potatoes.
- Have your child pick up each bag and decide which one is heaviest and which is lightest.
- Open the bags and let your child count the potatoes.

Next, try this related activity. Without your child watching, put a potato in small paper bag, two carrots in another bag, and three mushrooms in a third bag. Have your child pick up each bag and put them in order from lightest to heaviest. As she or he opens the bags, point out that the number of objects does not always determine which is heaviest.



Physical Development & Health

- **Gross/Fine Motor and Sensory Development**
- **Movement Concepts**
- **Enjoyment of Motor and Sensory Experiences**
- **Personal Health and Safety Practices**
- **Respect for Differences**

“The solution to adult problems tomorrow depends in large measure upon how our children grow up today.”

Margaret Mead (1901 – 1978)
American Anthropologist



Gross/Fine Motor & Sensory Development

Young children observe, practice, demonstrate, and compare fundamental movements while learning to control their bodies in relation to other individuals and independent objects in their environment.

Fine Motor skills are small movements, (*such as grabbing something with your thumb and forefinger*), that use the small muscles of the fingers, toes, wrists, lips, and tongue.

Gross Motor skills are the bigger movements, (*such as running and jumping*), that use the large muscles in the arms, legs, torso, and feet.

Popcorn in the Butter:

Cut holes in the lids of five margarine tubs. Put one to five self-stick dots on each lid. Have your child use tweezers to pick up kernels of popcorn and put the appropriate number of kernels into each tub.

Always watch children closely when doing activities using small objects .

Walk the Line:

Have your child practice walking in line, one foot behind the other. First use a wide length of wood or cardboard placed on the ground or floor. Gradually introduce more narrow objects as your child's ability increases until your child is able to walk toe-to-heel following a jump rope laid down or a strip of masking tape.

Movement Concepts

Young children begin to develop movement and sensory vocabulary and use it accurately. Young children apply movement concepts to motor skills by responding appropriately to:

- direction (front/back, side/side, left/right)
- personal and general space
- effort and force (hard/soft)
- speed and flow (fast/slow)
- sensory experiences (rough/smooth, hot/cold)

Create an obstacle course in your living room or outdoors if weather permits. Set up a table or chair for your child to crawl under or go around, pile sofa cushions or pillows for your child to climb on, etc. Give your child verbal directions to move slowly through the course and then faster. Talk to your child about the obstacle course using words that describe the items. For example: *"The sofa cushions are soft,"* or *"The carpet is rough,"* or *"The grass is cool."*





Enjoyment of Motor & Sensory Experiences

Young children seek out and participate in challenging physical activities, including sensory experiences that support their growth in self-expression and social interactions with others.

Red Rover:

- Have your child stand on one side of the room or yard.
- Call to him or her from the other side and say: *“Red Rover, Red Rover, Jenny, (substitute your child’s name) run over!”*

Have your child follow your direction and run across the play area. Laugh and have fun with your child as you change the direction each time.

Try some of these ideas:

Jump over

Crawl over

Twirl over

Walk over

Roll over

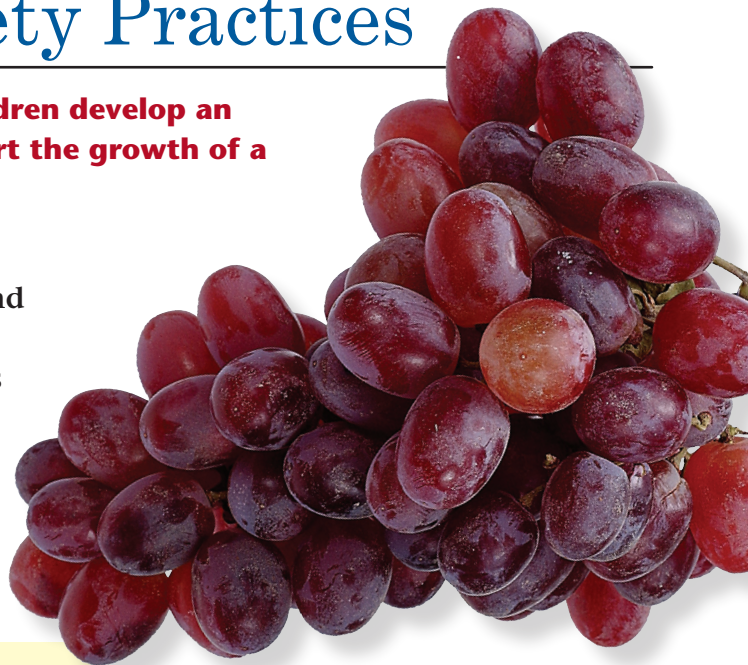
March over

Personal Health & Safety Practices

While participating in physical activities, young children develop an awareness of health and safety practices that support the growth of a healthy lifestyle.

Food Sort:

- Provide magazines that have colored grocery store and restaurant advertisements.
- With your child, cut out pictures of all types of foods while talking about healthy food choices and food choices that aren't so healthy.
- Put the pictures in a pile when finished cutting and help your child sort the healthy foods from the not so healthy foods.



TIP

Invite your child to use the pictures to create a favorite meal or one they would like to try.

Respect for Differences

Young children begin to demonstrate an understanding and respect for differences among people during physical activities.

Talk with your child about the differences they notice in others. Some people are able to jump more easily, while some run more easily. Introduce your child to concepts of similarities and differences; colors of eyes, ethnic differences, sizes, differing physical abilities. Be a model of acceptance.

Attend various cultural events in your community, such as Pow Wows, Saint Patrick's Day events, Chinese New Year, etc.

TIP

Play music from different cultures your home and dance and sing with your child to the music. Enjoy the differences.



Science

- **Formulation of Questions**
- **Prediction**
- **Experimentation**
- **Observation and Recording**
- **Formation of Conclusions**
- **Communications of Results**

*“Our world is a museum, a field trip, a laboratory,
and a natural resource, just waiting to be discovered,
explored and enjoyed.”*

Barbara Taylor, 1991



Formulation of Questions

Children will learn to ask questions about the world around them based on observations, experiences and interests. It's the first step in the scientific method.

Help your child to understand and use the six basic questions:

- Who?
- What?
- Where?
- When?
- Why?
- How?



Outdoor Exploration

Materials:

Two paper towel tubes cut in half

Masking tape or duct tape

Magnifying glass (optional)

Flashlight

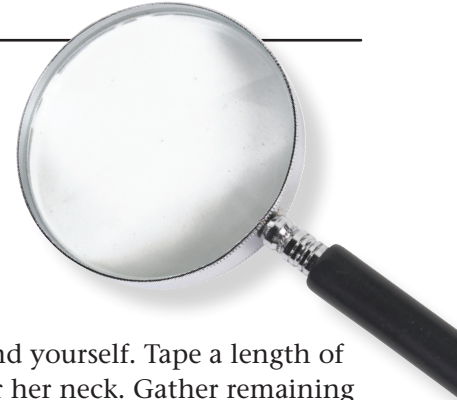
Piece of heavy string about 9 ft. long

Notebook

Pen or pencil

Bag

Empty egg carton



Tape the two halves of paper towel tubes together to create binoculars for your child and yourself. Tape a length of yarn or string to each side of the binoculars so your child can hang them around his or her neck. Gather remaining items, let your child explore them and pack them into the bag or a backpack. On a nature walk, choose an area on the ground to examine and put the string around the area. Tell your child to look closely at the area through their binoculars and tell you about what he or she sees. Write everything they tell you down in the notebook. Encourage your child to explore more closely with the flashlight and magnifying glass. Explain to your child that a scientist writes down what they see. Move the string circle to another area and continue exploring so that your child can make comparisons; sunny, shady, different kinds of plants, bugs, holes, rocks, etc. Let your child collect seeds, flowers, leaves, rocks, etc. to bring inside for a nature collection; the egg carton can be used to sort the collection. Ask your child questions like, "Where do you think the leaves came from?" and, "What do you think made the hole?" and, "What kind of animal do you think made that print?" These types of questions allow the child to think about and connect their observations with the world.



Prediction

Children will learn to predict answers and form hypotheses – the second step in the scientific method.

Water, Water, Water– Play:

Sink or Float? Ask your child to collect a variety of objects: pennies, cork, small plastic farm animals, pinecones, crayons, etc. Partially fill a small tub with water. Have your child put a few items into the tub and watch what happens. Let your child use a small cup to pour water on the items and tell you what happens. Let your child choose an item and ask you if you think it will sink or float. When your child seems to understand the concept of “sink” and “float,” have him or her predict whether an item will sink or float. Let your child test his or her predictions.

Create a chart that has the headings SINK and FLOAT. You can record your child’s predictions under each heading by writing down the name of the object and letting them check off whether they think the item will float or sink.

TIP

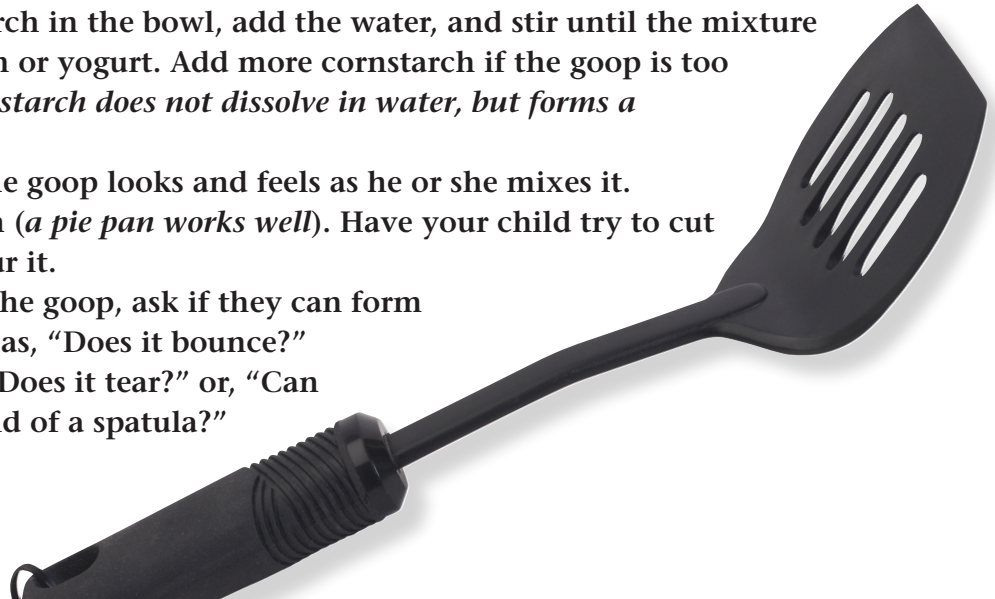
Your child’s literacy is enhanced when they see you write words on the chart. The scientific methods of learning are used as your child forms questions and answers about the world around them.

Experimentation

Children will learn to conduct experiments in order to test their predictions – the third step in the scientific method.

Kitchen Chemistry:

- Make cornstarch goop with your child (*recipe follows*).
- Let your child dump the cornstarch in the bowl, add the water, and stir until the mixture has the consistency of sour cream or yogurt. Add more cornstarch if the goop is too runny, or water if too thick (*cornstarch does not dissolve in water, but forms a suspension that does not settle*).
- Ask your child to tell you how the goop looks and feels as he or she mixes it.
- Pour the goop into a shallow pan (*a pie pan works well*). Have your child try to cut the goop with scissors as you pour it.
- As your child experiments with the goop, ask if they can form it into a ball. Ask questions such as, “Does it bounce?” or, “Does it keep its shape?” or, “Does it tear?” or, “Can you write letters in it with the end of a spatula?”





Goop Recipe

Cornstarch Goop:

Ingredients -

1-cup cornstarch

1 measuring cup for water

What to use -

unbreakable bowl

mixing spoon or spatula

Directions:

Pour the cornstarch into the bowl

Add water and stir until the mixture has the consistency of yogurt or heavy cream

If necessary, add more cornstarch or more water

Pour the goop onto a tray or cookie sheet

Try rolling it, cutting it, and finger painting with it.

TIP

Goop can be kept in a sealable plastic bag for a few days, but will get moldy after a short time. It should be thrown in the garbage if mold starts to form.





Observation & Recording

Children will learn to observe and record findings – the fourth step in the scientific method.

Melting Away:

- On a warm day, place 1 ice cube on each of 4 plastic plates or plastic container lids.
- Put a drop or two of food coloring on each ice cube, (*this will help your child more easily observe the melting ice*).
- Take outside and place two ice cubes in direct sun and two in a well-shaded spot.
- Sprinkle one ice cube in the sun and one ice cube in the shade with a small amount of salt.
- Watch the melting ice with your child and talk about which is melting faster, why are they melting at different rates, are the cubes without salt melting faster than those with salt, does the food color affect the rate of melting?

Science is a way of looking at things. It is a way of organizing knowledge and reorganizing again when the evidence demands it."

Michael Glaser, Author

Formulation of Conclusions

Children will learn to form conclusions – the fifth step in the scientific method.

Take your child on a treasure hunt walk. Bring a bag to collect found items that are of interest to your child. Help your child to notice every day items such as rocks, leaves and pinecones. Explore the items with your child that he or she has collected and talk about what they like about their treasures. What makes the items different? Are there any things that make some items alike? Which are bigger and which are heavier? Are the biggest objects always the heaviest. Use a small magnifying glass to help your child take a closer look. Encourage your child to tell you about their treasures.

TIP

Be very careful about items you allow your child to pick up and be sure to wash hands well when you get home!





Communication of Results

Children will learn to communicate final results – the sixth step in the scientific method.

Young children can observe and understand basic science concepts about air, water, plants, light and physical forces. Encourage your child to tell you about what is happening, help your child to record their results with pictures and words. This is an outdoor activity that will help teach your child about evaporation and will strengthen the muscles in their fingers and hands.

Water Painting:

- Give your child a large paint brush or roller and a small bucket of water.
- Let your child paint whatever they like outdoors.
- Help your child to notice how the colors brighten or shine when wet, and how they become more dull as they dry.
- If it is sunny, ask your child to paint something that is in the sun and something that is in the shade. Ask: “Which one dries faster?” or, “Do different materials dry faster than others?” Try letting your child “spray paint” with a squirt bottle filled with water.

TIP

Bubbleology: Let your child use a straw to blow bubbles into a bowl of water. Ask: “Where do you think the bubbles come from? What are they made of?”

Social-Emotional Development

- **Sense of Self**
- **Self-Regulation**
- **A Caring Community**
- **A Pro-Social Environment**

“A loving heart is the beginning of all knowledge.”

Thomas Carlyle (1795 – 1881)
Scottish Writer



Sense of Self

Children begin to identify who they are as a person (such as likes, dislikes, interests, strengths) and develop competence and confidence in their own unique abilities. They grow into themselves, differentiating themselves from parents and others, developing and beginning to recognize their areas of strength and skill, and applying their emerging esteem alone and in groups.

Talk to your child about the things they like to do with their family and friends. What do they like to do and play? What don't they like? What is their favorite story, their favorite color, and favorite foods? What do they do best? What would they like to try to do?

Help your child to think of all the ways they are like family members and friends and all the ways they are different. Have paper and crayons available and encourage your child to draw some of his or her favorite things. Children can tell you a story about themselves and you can write it down for them. Join the pictures and story together for a special book about your child.

“Like snowflakes, the human pattern is never cast twice.”

Alice Childress (1910 – 1994)

American Writer

A Caring Community

Children learn to feel secure as they develop relationships of trust with adults and other children in their expanding world beyond the family. They begin to recognize social cues and become sensitive to others' feelings.

Take turns making a face in the mirror that shows a feeling. One player can choose a feeling, and say, "Make a _____ face," (happy, sad, surprised, shy, and so forth). The other player makes the face and everyone applauds. It is then the next player's turn to tell the first what kind of face to make.





Self-Regulation

Children learn to identify and express their feelings in non-hurtful ways, recognize the impact their behavior has on others, and practice self-control.

Respond to your child's feelings. Label and discuss them to help your child to organize and understand those feelings. You can help your child learn self-control in these ways:

- Set appropriate boundaries for your child's behavior.
- Arrange a safe environment for your child to learn and practice new behaviors.
- Teach coping skills (*take a deep breath, hold a blanket to self-soothe, use words instead of fists*).
- Provide the needed support for skills not yet learned.
- Help your child anticipate the consequences of his or her actions.
- Model self-control in actions and words.
- Gradually allow your child to learn to regulate his or her display of emotion.
- Coach your child in strategies to deal with emotions that fit the particular situation.
- Teach games that encourage impulse control (*Red Light – Green Light, Red Rover, Mother May I*).

“Children are apt to live up to what you believe of them.”

Lady Bird Johnson

Former First Lady of the United States



A Pro-Social Environment

Children follow routines with increasing independence and handle variations without discomfort. They make their preferences known in increasingly mature ways and respond to adult guidance appropriately. Children begin to make friends and build relationships with both peers and adults.

If your child appears stressed or agitated with the daily routines, consider changing the schedule if at all possible and give your child cues when it is time to move to the next activity.

Make meals and snack times happy, talking times. Help your child talk about what they are eating, the play they have just done, or things that are still to come. Try to sit with your child as they eat. Show them how pleased you are when they talk to you or each other.

Eating time may take a little longer with all this talk. If your child is finished and does not want to wait for others, have a quiet activity ready for your child to go to. Provide your child with opportunities to make choices. For example, “Do you want juice or milk with your sandwich?”

“We shall never know all the good that a simple smile can do.”

Mother Teresa (1910 – 1997)
Roman Catholic Missionary

Social Studies

- Awareness of Time
- Roles, Rights, and Responsibilities
- Places, Regions, and Spatial Awareness
- The Physical World
- Recognition of Diversity
- Community Awareness

If a child is to keep alive his inborn sense of wonder, he needs the companionship of at least one adult who can share it, rediscovering with him the joy, excitement, and mystery of the world we live in.”

Rachel Carson (1907 – 1964)
American Writer, Environmentalist

Awareness of Time

Young children begin to understand the concept of time, including past, present and future. They are able to recognize recurring experiences that are part of the daily routine.

- Make a picture board with your child of a typical day.
- Take pictures of your child or find pictures in magazines or catalogs that portray daily routines such as brushing teeth, eating breakfast, leaving for preschool, etc.
- Glue the pictures to cardboard rectangles (*these may be covered with clear contact paper to wear longer*).
- Help your child to arrange the pictures in the order they happen during your child's typical day.
- Talk about what they are doing in the picture and ask your child what happens next.



Roles, Rights & Responsibilities

Young children begin to follow rules and set personal boundaries for their behavior, as well as understand why rules are created. When presented with a set of alternatives, children are able to make choices for their own lives.

Let's Clean Up:

Help children with clean-up by talking about each thing they need to do. Ask questions to help your child think through their work.

- "The blocks need to be put away Dominic."
- "Now what goes in this basket? That's right, the little cars."
- "Do you know where these little animals go?"
- "Yes. Please find the rest and put them in the box."
- "Now what do we need to put away?"



Places, Regions & Spatial Awareness

Through exploration, young children learn that every place has its own unique characteristics. As they become aware of their bodies in space, they develop an understanding of how they are affected by and the effect they have upon the world around them.

When your child runs, climbs, swings, slides, plays with blocks, and puts puzzles together he is developing spatial sense. Use words to describe positions, (*for example: on, under, over, off, top, bottom, through, beside*) of both your child, and of the objects he or she sees. This will help him or her understand their meanings.

- Play a game of “Simon Says” with your child. Give your child instructions that involve positional words, such as, “put your hands on your hips, over your head, under your chin.”
- Set up an obstacle course in which your child will crawl under a table, over a cushion, through a box, around a chair, etc.

TIP

These activities will help your child develop spatial sense.





The Physical World

As young children explore the environment, they become aware of how people and the earth interact. By 4 and 5 years of age, children begin to understand how people use natural resources and change the earth for their own benefit. They develop an awareness of how to care for their physical environment and why it is important.

Explore your neighborhood, property, or a nearby park with your child. Talk to your child about the different trees, shrubs and plants you are seeing. Collect pieces of bark, leaves, or stems from different trees or plants. Use these with large sheets of paper and crayons to make rubbings. Talk to your child about how the trees, shrubs and plants provide shelter and food for different animals. Sort the leaves or stems into two categories like big and small and then see if your child can sort them into four sub-categories, like big and green – small and brown.

“Knowledge – like the sky – is never private property ... teaching is the art of sharing.”

Abraham Joshua Heschel (1907 – 1972)
Polish Theologian, Educator



Recognition of Diversity

Young children begin to notice and react to similarities and differences (such as appearance, gender, and behavior) between themselves and others. With appropriate guidance, they are able to experience empathy for other people.

Mirror, Mirror:

- Give your child a hand mirror to look at themselves. Help them notice their own features such as hair color, eye color, color or shade of skin, freckles, etc. Help your child make a paper plate self-portrait using a variety of materials such as yarn, crayons, glue, colored paper, etc. Remind them to look at themselves in the mirror to see what features they want to include.
- Helping your child to closely observe themselves may lead to observations that other people have features that are different from their own.

TIP

When your child notices people in the community that are different from their normal experiences, they will probably be curious about what they are seeing. Make sure that you answer their questions honestly and with respect.



Community Awareness

Young children begin to understand the basic principles of community function, including work roles and the importance of money for purchasing. They see how their family interacts with the community to receive needed goods and services.

Neighborhood Walk:

Explore your neighborhood with your child. Talk about what kind of work needs to be done to take care of the streets and sidewalks. Do you know your neighbors? What kind of work do they do? How does that work affect the rest of your community? When you are back home, help your child draw a map of your neighborhood, naming and locating the people and landmarks they remember.

Montana Life:

Do you live on a ranch or farm? How do you and your family interact with the community? Do the animals you raise provide food for others? What do you need to buy to feed your animals? Where do you get these things? What is different about your home and those of the nearest town?

Grocery Store Match:

Cut the labels from items your family commonly uses such as soups, cereal, milk, eggs, etc. With your child use the labels to help make a grocery list. Take the list and the labels with you the next time you visit the grocery store. Ask your child to help you find the items you need by matching the labels to the items on your list.

Helpful Resources

- **Child Care/Preschool Checklist**
- **Emergency & Disaster Preparedness**
- **Recipes**
- **Books to Share with Your Child**



Child Care/Preschool Checklist

When searching for a compatible caregiver for your child, leave no stone unturned. Refer to this checklist when visiting child care centers and interviewing other child care providers to help you ask all the right questions about all the critical issues.

Caregiver/Teacher:

- Treats children with respect
- Gets on the child's level physically when speaking to him or her
- Speaks and listens with respect
- Accepts children's feelings
- Encourages growth and independence
- Provides every child with their own place for sleeping and storing belongings

Safety:

- Keeps all equipment in good condition
- Removes potential hazards from reach: cleaning supplies, sharp objects, medications, etc.
- Provides a clean and comfortable environment
- Practices good hygiene – hand washing, wiping noses, etc.



Child Care/Preschool Checklist

Appropriateness:

- Provides age appropriate equipment & activities
- Uses appropriate discipline
- Helps children learn how to interact with each other
- Helps children learn how to take care of themselves

Background:

- Provides references
- Provides written policies
- Has experience with children
- Has supervision as well as education and training
- Understands and respects different parenting styles



Emergency & Disaster Preparedness

Key Questions:

- Does the child care program have an emergency plan if a child is injured, sick or lost?
- Does the child care program have a plan in case of a disaster like a fire, earthquake, blizzard, flood, or tornado?
- Are emergency plans shared with parents during enrollment interviews and conferences?
- Does the child care program practice evacuation drills every month?
- Does the child care program have fully stocked first aid kits?
- Are emergency contact numbers (*including facility name, address and phone number*) clearly posted by every phone?
- Does the child care program have current information about who to contact in an emergency?
- Do caregivers carry children's emergency contact information with them on field trips?
- Are current staff's training certificates (*first aid and CPR*) posted upon request?

TIP

Make sure your caregiver has up-to-date contact information including your home, work and cell numbers.

Recipes

Uncooked Playdough

3 C flour	1 C salt
3 T salad oil	1 C water
Food coloring	

Mix ingredients and knead.

Cooked Playdough

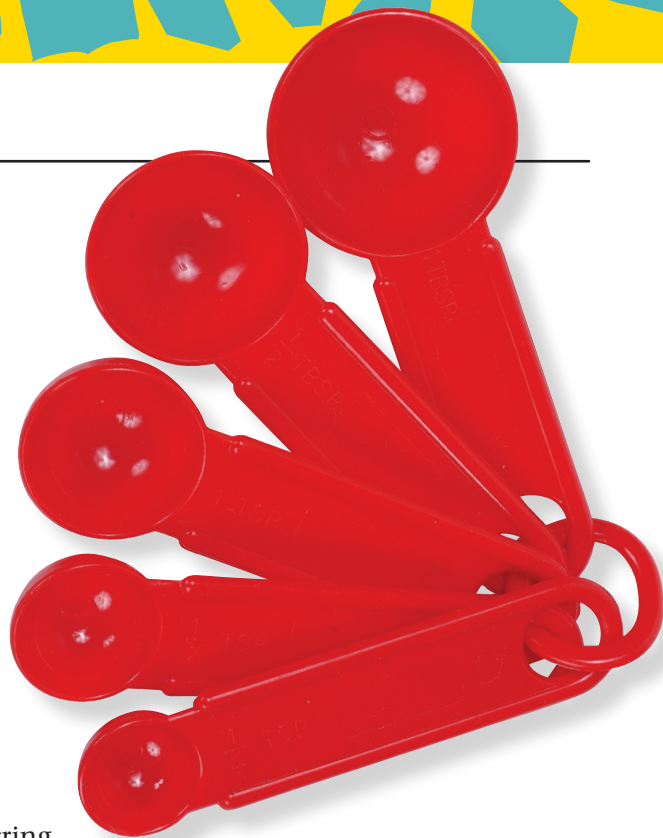
3 C flour	3 C water
3 T oil	3 T alum
1 1/2 C salt	

Mix dry ingredients. Add oil and water. Cook over medium heat, stirring constantly until thick. Remove from heat. Cool and store in sealable plastic bag or container.

Cooked Playdough 2

3 C flour	1 1/2 C salt
3 C water	3 T vegetable oil
2 T Cream of tartar	

Mix dry ingredients. Add water and oil. Cook over medium heat, stirring constantly until thick. Cool and store in sealable plastic bag or container.





Recipes

Fingerpaint

2/3 C corn starch

1 C cold water

3 C boiling water

1 T glycerin

*1 C Ivory powder
detergent*

Food Coloring

Dissolve cornstarch in cold water. Smooth lumps and add to boiling water. Stir constantly. Boil until clear (*not more than 1 minute*). Add other ingredients. Use on waxed side of freezer paper or a washable surface for moorings.

Homemade Paste

1/2 C flour

1/2 C sugar

2 C water

Mix flour and sugar. Add water and stir. Cook until thick. Place in non-breakable container. Store in refrigerator because paste sours in one to two days at room temperature.

Homemade Paste 2

1/2 C flour

1 C water

oil of wintergreen (few drops)

Mix flour and water slowly. Boil over low heat (about 5 minutes) until thick and glossy. Cool. Add wintergreen. Store in closed non-breakable container in refrigerator.

Recipes

Goop

2 boxes corn starch

3 C water

Food coloring to tint

Mix cornstarch and water in a large tub or on trays. More cornstarch or water can be added if needed. Children use fingers and hands to explore.

Sidewalk Chalk

4 to 6oz paper cups

1/2 C Plaster of Paris

1/4 C water

1 tsp liquid or powder tempera paint or food coloring

1 plastic spoon

Measuring cup and measuring spoon

Measure Plaster of Paris and place in paper cup. Add paint or food coloring. Add water and stir (*should be consistency of thick paste*). Set aside and let harden (*approximately 20 minutes*). After it has hardened, peel off the cup. Use on sidewalk.



Recipes

Rainbow Stew

1/3 C sugar

1 C corn starch

4 C water

Red ,blue, and yellow food color

Mix ingredients. Cook until thick. Divide into 3 bowls. Add red, blue, and yellow coloring. Then let each child pick which colors he or she would like to use in his or her bag. Tape Ziploc bag after adding about 2 Tablespoons of color(s) chosen. Press air out of bag before taping. Let child push, pull, and squeeze. Discuss new colors being made.

Putty

1 c water,+ 2 T

1 C white glue

Food coloring

1 tsp. powdered Borax

Mix 1 C water and glue together, color if desired. Set aside. Dissolve Borax powder and 2 T hot water. Add Borax mixture by stirring it into the glue mixture. Pull out gooey mixture. Knead. Repeat pulling out step. May need to add more glue or Borax depending on consistency of putty. Store in covered plastic container and refrigerate.





Books to Share with Your Child

I AM AN ARTIST
by Mary Murphy
Houghton Mifflin Co. 2000

MOUSE PAINT
by Ellen Stoll Walsh
Harcourt Brace & Co. 1995

VINCENT VAN GOGH:
SUNFLOWERS AND SWIRLY STARS
by Joan Holub
Grosset & Dunlop, 2001

THE DINOSAUR WHO LIVED
IN MY BACKYARD
by B.G. Hennessy
Puffin Books, 1990

I TOOK MY FROG
TO THE LIBRARY
by Eric A. Kimmel
Puffin Books, 1997

BROWN ANGELS
by Walter Dean Myers
HarperCollins, 1993

BLUEBERRIES FOR SALE
by Robert McClaskey
Puffin Books. 1976
Smith (illustrator)

ADVENTURES of TAXI DOG
by Debra & Sal Barracca
Dial Books, 1990

BOB AND SHIRLEY: A
TALE of TWO LOBSTERS
by Harriet Ziefert, Mavis

FERNANDO'S GIFT/EL
REGALO de FERNANDO
by Douglas Keister
Little, Brown & Co., 1992

MY KINDERGARTEN
by Rosemary Wells
Hyperion Books for Children, 2004

NO JUMPING ON THE BED
by Ted Arnold
Dial Books, 1987



Books to Share with Your Child

A POCKET FOR CORDUROY

by Don Freeman

Puffin Books, 1980

YOU'RE JUST WHAT I NEED

by Ruth Krauss, Julie Noonan
(illustrator)

HarperCollins, 1998

GRANDMOTHER'S NURSERY

RHYMES: Lullabies, Tongue
Twisters, and Riddles from
South America/ Las Nanas de
Abuelita: Canciones de Cuna,
Trabalenguas Y Advinanzas de Su
damerica. Compiled by Nelly
Palacio Jaramillo, Elivia (illustrator)
Henny Holt, 1999

THE NAPPING HOUSE

by Audrey Wood

Red Wagon Books, 2000

MISS NELSON IS MISSING!

by Harry Allard, James Marshall
(illustrator)

Houghton Mifflin, 1977

MUFARO'S BEAUTIFUL

DAUGHTERS: AN AFRICAN TALE

by John Steptoe

HarperCollins, 1987

THE OLD MAN AND HIS DOOR

by Gary Soto

Putnam, 1998

OWEN

by Kevin Henkes

Greenwillow, 1993

THE QUILT STORY

By Tony Johnson & Tomie dePaola

PaperStar Books, 1996



Books to Share with Your Child

WEMBERLY WORRIED
by Kevin Henkes
Greenwillow, 2000

WHERE THE WILD THINGS ARE
by Maurice Sendak
Rayo, 1996

WHERE ARE YOU GOING?
by Eric Carle
Orchard Books an Imprint of Scholastic, Inc.,
2001

LITTLE GRUNT AND
THE BIG EGG
by Tomie dePaola
Holiday House
Weekly Reader Books,
1990

DREAM CATCHER
by Audrey Osogsky,
Ed Young, (illustrator)
Orchard Books, 1992

LITTLE FIREFLY – AN ALGONQUIAN
LEGEND
written & adapted by Terri Cohlene,
Charles Reasoner, (illustrator)
Terri Cohlene, Charles Reasoner
Watermill Press, 1990

*“Education is our passport to the future, for tomorrow
belongs to the people who prepare for it today.”*

Malcolm X (1925 – 1965)
American Civil Rights Activist

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DPHHS-HCS/CC-087
(Rev. 03/06)

State of Montana
Department of Public Health and Human Services

_____ New Applicant
Renewal

The provider must apply to the local Child Care Resource and Referral (CCR&R) agency. The provider, and all household members age 18 and over, must pass both criminal and child & adult protective services background checks. If the application is approved, the payment period will begin on the date that both completed applications (provider and parent) are RECEIVED at the CCR&R. State payment is dependent upon the parent's eligibility for child care assistance and the success of the LUP application.

Name of Provider: _____

<i>Last</i>	<i>First</i>	<i>MI</i>	<i>Maiden</i>	<i>Social Security Number</i>	<i>Date of Birth</i>

Address: _____

<i>Mailing Address (PO Box)</i>	<i>Street Address (Physical)</i>	<i>City</i>	<i>Zip</i>	<i>Phone Number</i>	<i>Message</i>
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Name of Parent: _____

Last *First* *MI* *Social Security Number*

Address: _____

<i>Mailing Address (PO Box)</i>	<i>Street Address (Physical)</i>	<i>City</i>	<i>Zip</i>	<i>Phone Number</i>	<i>Message</i>
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Names of Children in Care	Date of Birth	Adults in Provider's Home (LUP)	Date of Birth	Social Security Number

Tribal Affiliation: _____ Race: _____ Marital Status: _____

Ethnic Affinity: Hispanic or Latino	Yes	No
-------------------------------------	-----	----

Legally unregistered providers may care for the children of one family or, if the children are from separate families, must limit care to two children.

TRUE FALSE

		1.	I am 18 years of age or older.	
		2.	I am related to the child(ren) in care.	
		3.	I reside in the parent's home.	
		4.	I will be providing care in my home.	
		5.	I will be providing care in the parent's home.	
		a.	If true, I agree that the parent is my employer and is responsible for payment or I am an independent contractor.	
		6.	I am NOT providing care in the parent's home and I agree that I am an independent contractor.	
		7.	I will be providing care to the children of one family.	
		8.	I will be providing care to two children from separate families.	
		9.	I am included in the parent's TANF financial grant.	
		10.	I will be providing care less than 24 hours within the day.	
	11.		I agree to:	
		a.	attend a mandatory orientation training, which includes health and safety issues, immunizations and, fire safety concerns within 60 days of application;	
		b.	review and discuss with the parents the immunization record of the children in my care;	
		c.	examine the home for fire and safety conditions, for the presence of working smoke detector, for placement of a family fire escape plan and discuss the conditions with the parents;	
		d.	inform parent(s) that state will NOT make payments until this provider application is approved.	
		12.	I will review the health and safety checklist on the back of this application with the parent.	
		13.	I will review the immunization records for the children or, review the waiver indicating parental choice not to immunize.	
		14.	I confirm that neither I nor anyone present in the home have been investigated for any alleged harm, or physical or sexual abuse to children or adults. If this statement is false, I am providing the information required below about where the investigation occurred.	
			<i>City</i>	<i>County</i>
				<i>State</i>
				<i>Date</i>

I attest and affirm that the above statements are true and correct to the best of my knowledge and belief. I authorize a child and adult protective services background check and a criminal records background check.

DPHHS approval allows a 'legally unregistered payment number' to be issued to the applicant. If the applicant meets the orientation requirement stated above, payment numbers may be issued for up to one (1) year, and payment numbers must be applied for annually.

Approved: ☐ Yes - ☐ No Payment # Effective Date: End Date:

Distribution: White - CCR&R Yellow - Parent Pink - Provider

Please see reverse for more information.

HEALTH AND SAFETY CHECKLIST

Health and Safety issues should be considered when arranging for child care. Here are some topics a parent and child care provider may want to discuss. For more information regarding quality child care, contact your local Child Care Resource and Referral agency.

PLEASE ANSWER ALL QUESTIONS WITH A YES OR NO

No corporal punishment may be inflicted.

- _____ Do parents have access to their children at all times?
- _____ Is the provider in good health?
- _____ Is the provider trained about basic health, safety issues?
- _____ Is the provider trained about child development issues?
- _____ Does the provider wash hands thoroughly, before and after diapering?
- _____ Does the provider wash hands thoroughly, before preparing food?
- _____ Has the provider received guidelines on how to "child-proof" the home?
- _____ Does the provider talk easily with the children and respond to their needs?
- _____ Does the emotional climate foster happiness and trust?
- _____ Does the provider offer learning opportunities to the children?
- _____ Are children's immunizations current?
- _____ Are emergency telephone numbers and parent telephone numbers posted?
- _____ Is the provider trained in First Aid and CPR?
- _____ Does the provider have an emergency medical authorization form signed by the parent?
- _____ Is a first aid kit available?
- _____ Are meals and snacks nutritious?
- _____ Is there a quiet comfortable place for naps?
- _____ Is the play equipment safe?
- _____ Is the home clean?
- _____ Are the children exposed to smoking?
- _____ Are hazards inaccessible to children, inside and out?
- _____ Are electrical outlets covered?
- _____ Are heaters ventilated and screened?
- _____ Are poisonous substances out of reach of children?
- _____ Are smoke detectors in place and operational?
- _____ Is a fire extinguisher available?
- _____ Are firearms locked and inaccessible?
- _____ Are appropriate automobile restraints, such as car seats, used?

By signing below, I state that I have read, discussed and understand the above information.

Parent

Date

Provider

Date